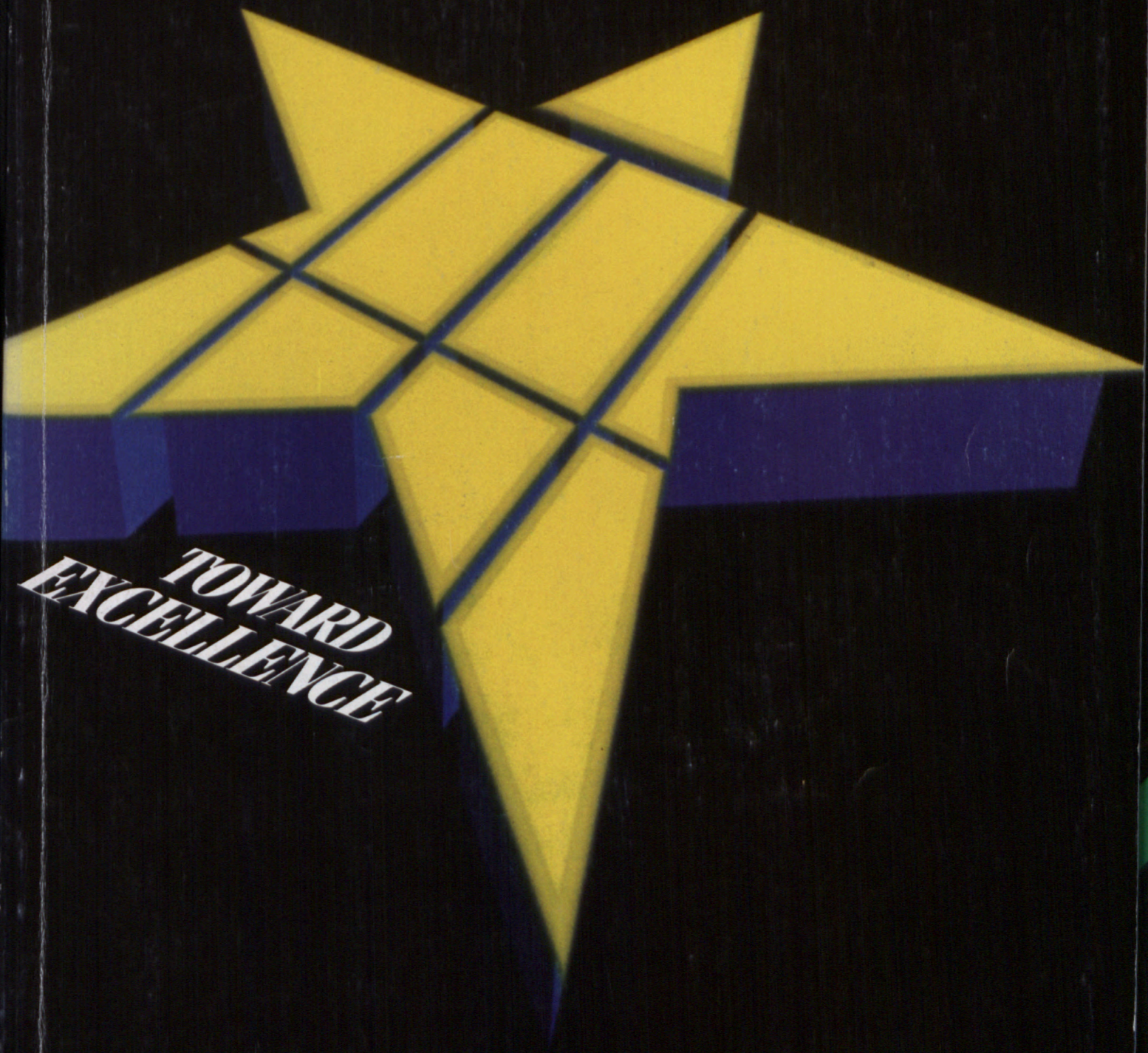
TODAY'S EDUCATION

NATIONAL EDUCATION ASSOCIATION 1985-86



TOWARD EXCELLENCE

A SPECIAL ISSUE OF NEA TODAY

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INSIDE

3 BEYOND REFORM

Ever dream of what America's schools could be if we could reshape the status quo and begin anew? NEA's Nine Principles for Educational Excellence vividly capture the dreams of Association members and friends of education the nation over.

25 TOWARD TOMORROW

How can America's classrooms best meet the instructional challenges of the 21st century? NEA members from 19 different subject and discipline areas outline a host of exciting and innovative approaches to education.

67 EDUCATION '85

A look at the people, places, and numbers that define and describe where American public education is—and where it might be going.

89 LESSONS FOR LEARNING

Some of America's finest teachers offer a sampling of lesson plans that turn students on to learning.

135 SETTING THE COURSE

A complete report on the actions and policies adopted by delegates to the 1985 NEA Representative Assembly, our Association's top decision-making body.

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BEYOND REFORM

What do we in NEA really want to see happen in education? Twenty-four months ago NEA President Mary Hatwood Futrell asked a task force of distinguished Association members to address that question.

Over the next year's time, this task force sought out the opinions of NEA members from every part of the United States. Out of those diverse opinions—and dreams—came a vision of education worth fighting for.

That vision rests on nine basic educational precepts, nine principles that can guide America's schools and classrooms into the 21st century. Are these Nine Principles for Educational Excellence just an abstract wish list? Or can these Nine Principles truly help us forge a new and better educational reality? The answer, as the pages that follow make clear, is up to all of us.

NINE PRINCIPLES FOR EDUCATIONAL EXCELLENCE

Students must master what is taught.

Students must be active participants in learning.

Full learning opportunity must be available for all students.

Authority must be vested in the local school faculty.

Learning should occur throughout life.

School/community resources must be coordinated to benefit students.

School staff must be professionally compensated.

Adequate financial support for education is essential.

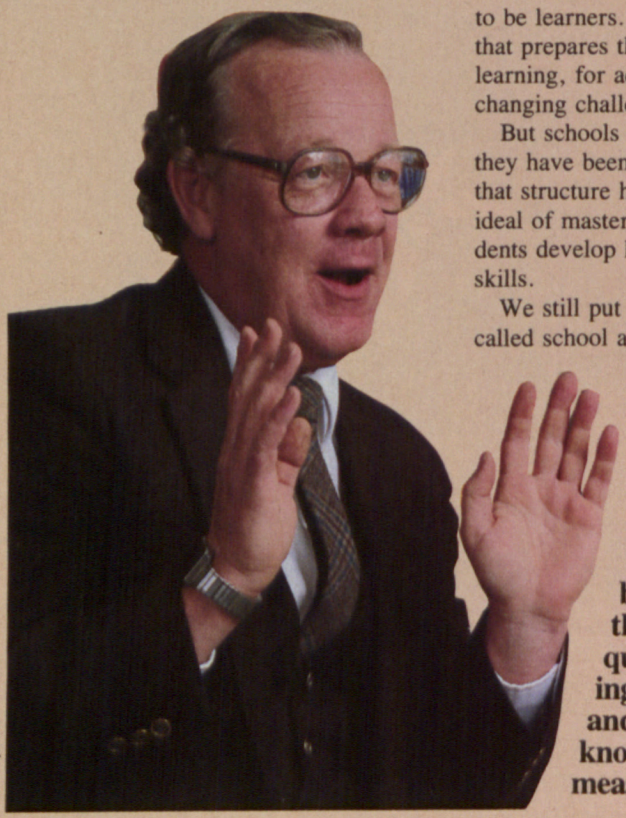
There must be high standards for teacher preparation and practice.

Students must master what is taught.

What Is

By Jon Harkness

The "Information Age" now upon us bombards our senses with data at a rate that often leaves us beleaguered, bewildered, mentally "hassled." Small wonder that we've been sluggish in our response to this world of radical flux. We seem, understandably, to want to find comfort in the belief that old approaches and methods are still appropriate, still reliable. They are not.



Kirk Kolpitcke

Nonetheless, most schools still pretend that the traditional academic curriculum, the same teaching methods, the same texts and tests, and the same expectations of students will somehow suffice. They won't.

Today's kids need a whole new repertoire of intellectual skills and abilities. Above all else, they must learn to be learners. They need an education that prepares them for a lifetime of learning, for adaptation to always changing challenges.

But schools today are structured as they have been for generations. And that structure has no room for the ideal of mastery—no room to help students develop higher-order thinking skills.

We still put students into a box called school and assign an overseer (called a teacher) to 25 or 30 of them who happen to share the same biological age. We divide students into grade levels, divide the day into 50-minute chunks, divide the curriculum into subject matter areas, divide subjects into units (one six-week size fits all). It's all very neat, all very tidy. And all very obsolete.

"Many schools still cling to the bizarre assumption that what I call the quick and dirty testing of isolated skills and little bits of knowledge actually measures learning."

This arrangement works against all attempts to take account of individual differences among students. The result is inevitable: the learning potential of many youngsters remains undeveloped—or at best underdeveloped. Yes, students can get passing grades and so move to the next grade/pigeonhole. But precious few attain a *command* over the course material they've studied.

We've learned a lot in recent years about the intellectual development of children, but we're still not applying that knowledge in the classroom. We still assume, for example, that all students of the same age have roughly the same cognitive abilities. We still assume that one group test can evaluate all students' progress.

Teaching to mastery will require shaking ourselves loose from these assumptions. They've got to go. Because every minute they stay in place, we're missing opportunities for youngsters to learn and to feel good about themselves and their schools...which is a tragic waste.

Jon Harkness teaches physics and unified science at Wausau West High School and also coordinates his Wisconsin school district's K-12 science curriculum.

What Can Be

By Theodore Sizer

"One immediate result of emphasizing mastery is that sharp divisions among academic subject areas begin to appear arbitrary, perhaps even a bit foolish."

John Foraste

Organizing schools around the concept of mastery would entail a profound change in teacher-student relationships. Teachers and students would become allies in a shared quest, working together to prepare students to *exhibit* what they've learned.

Athletic coaching offers a model for this relationship. The good basketball coach is very much the ally—rallying the players, helping them hone their skills, demanding *display* of those skills. And—a critical point—you don't con the basketball coach: either you can make the foul shot with the game on the line or you can't.

Similarly, with the teacher as coach, the challenge for students is to display mastery, *not* to con the teacher and somehow pass the course. Mastery, of course, does not mean only, or even primarily, proficiency on tests. Students need a variety of ways to show off their abilities. No one way will ever be the right way to measure the performance of every youngster.

In social studies, for example, you might ask students to explain the consequences a Supreme Court decision has for their community. Their response—an essay, an oral report, a tape-recorded interview with a local official—tells you whether students understand the relationship between judicial decisions, local legislation, and their home communities. *What is essential here is that you're asking youngsters to exhibit the kind of behavior you want them to exhibit as adults.*

Emphasizing these "exhibitions" profoundly alters pedagogy. The difference is that you're now preparing students *to perform*—instead of having them passively watch *you* perform. The demand is that students exhibit initiative, not imitation—mastery, not mimicry.

Theodore Sizer, chair of the education department at Brown University, is the author of Horace's Compromise: The Dilemma of the American High School.

What You Can Do

By Elizabeth Hall

This fall, Thayer High begins implementing a new instructional program—entirely designed by our staff and based on the principle that student mastery of course content is a realistic goal.

After almost two years' work, we're now confident we have a program that will prepare students to function in the imposing world beyond the classroom.

In order to enter seventh grade at Thayer this fall, youngsters will have to demonstrate mastery of English, science, math, and writing skills. They'll have to master another set of skills to move to what's traditionally called senior high, where the emphasis will be on thinking and problem-solving skills. Students will set their own pace—they'll move as individuals.

Our new program includes a lot of team teaching—and classes that last longer than the traditional 45 or 50 minutes. This fall, I'm teaching one government course with a science teacher and another with an English teacher.

"When students leave here they won't just have a piece of paper showing that they put in their time—they'll have command of both basic and higher level skills."

Since Winchester is a rural community, in the government/science combination we'll study land use, soil erosion, and the government's role in conserving resources. The youngsters will learn about science and government from a "personal" perspective—as it applies to our community.

During a 10-day trial last April, we found that teaching to mastery requires teachers to take on a new role—directing, coaching, and challenging students. We want our students to take more responsibility for their own learning. Once kids graduate, they'll face a hundred and one problems—*on their own*. We believe our program will prepare them well for that challenge.

Elizabeth Hall teaches social studies and, at times, English at Thayer High School in Winchester, New Hampshire.

Bob LaPree

Students must be active participants in learning.

What Is

By Tammy Adams

Most of the classes I took in high school used—almost exclusively—traditional instructional approaches. Teachers lectured. Students listened. Teachers poured forth facts. Students took notes, answered questions, and joined teacher-led discussions.

My four years of French, all with the same teacher, were the exception. We studied French culture as well as the language, and the class "belonged" to the students. We were, for example, responsible for researching French customs and planning class celebrations of French holidays based on our research.

The class was exciting—and we all wanted to do well, to excel—largely because our teacher had such high expectations of what we could do on our own.

My college teacher preparation program placed little emphasis on student inquiry methods of instruction. While these were presented as an alternative approach, our instructional models were still teachers as actors—and students as spectators.

When I began student teaching, the sixth grade class I worked with was using an inquiry-oriented science curriculum that required students to develop hypotheses, then try to verify them by carrying out experiments. The teacher intervened only when students raised a question or requested help.

I was extremely uncomfortable when I first took over the class. I felt I wasn't doing enough—wasn't being directive enough. I felt I wasn't really teaching, so the students couldn't possibly be learning.

My initial discomfort began to dissolve only when I discovered that students really *were* learning. During discussions, they'd stun me with creative and imaginative suggestions for applying the principles they'd learned.

That was an eye-opening experience. I saw what real inquiry-based learning is and began to see a role for teachers very different from the traditional disseminator of information.

If we're to make students active participants in their learning, there's no doubt we'll create some initial discomfort among some faculty. We should take that discomfort as a sure signal that teacher preparation programs need to begin training teachers in instructional methods which encourage students to be both curious and creative.

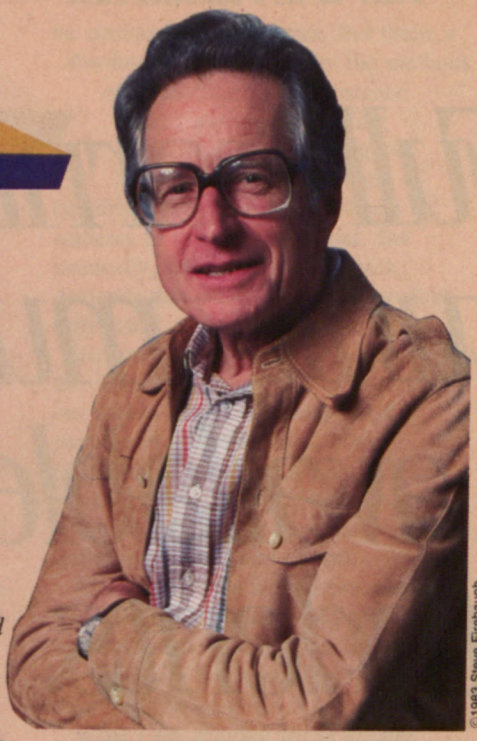
"Today's students are far too infrequently active participants in their own learning. We need to reconsider the value of the traditional instructional model."

Tammy Adams graduated in June 1985 from Otterbein College in Westerville, Ohio. An elementary education major, she is now seeking a teaching position.

Ralphoto Studio

What Can Be

By John I. Goodlad



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Comprehensive school reorganization. That's the prerequisite if students are truly to become active participants in learning.

The primary reorganizational step would transform the school from a place where youngsters work alone to a place where they work together—*and are responsible for each other's learning.* Techniques like peer tutoring—if granted a central place in instructional programs—would generate a sense of student responsibility for what occurs in the classroom.

Reinforcing this change demands moving away from the excessive use of an instructional paradigm in which learning goals and curricular content are set by the teacher—and force-fed to students. I would have teachers continue to determine general objectives, but then immediately involve students in plans to meet those objectives.

"Schools exist to educate youngsters. It's about time we recognize the absolute centrality of students in the learning process."

I realize that what I'm proposing is a departure from the obsession with the precise behavioral objectives and the testing mania that have dominated U.S. education for two decades. But we know that in recent years, students' problem-solving skills and creativity have wilted. And this damage appears to be traceable to the heavy emphasis on lecturing and seatwork—an implicit demand for passivity, if not lethargy.

If the lethargic are to become inspired, we must also free them from the arbitrary restrictions of the six-or seven-period day. This anachronism turns the school day into a disjointed jumble and amounts to an implicit statement that academic subjects are in no way interrelated.

The final step towards comprehensive reorganization demands shifting the power structure within schools. For too long, we've allowed peer group values, substance abuse, and behavior problems to strain and sometimes shatter the learning climate. Students want order in their schools. Adults must heed their pleas and invite their *active* support.

The only obstacle to the proposals I've outlined is our extraordinary capacity for forgetting that the key workers in schools are students. They clearly deserve a say in the design of their workplaces, *their* schools.

John I. Goodlad, professor at the University of Washington's College of Education, is the author of A Place Called School.

What You Can Do

By Lee Hay

If we don't already know it, we'd better learn: teachers can no longer be fact-dispensing machines. Students must become "intellectual activists."

We're in the midst of this process at Manchester High. Two years ago, we defined—in the form of 38 compentencies—what our students will need for the demanding future they will confront. We then compared what we're currently teaching to our list of competencies. We found which competencies we are teaching to and which we're missing. We also found a few areas of over-kill. We have, for example, been teaching students the basics of writing in class after class—but seldom demanding more sophisticated discourse.

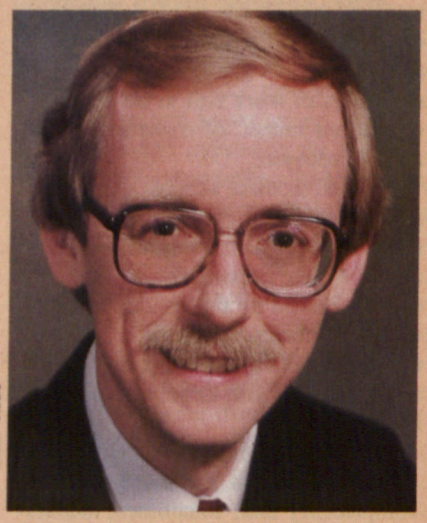
Our staff is now ready for the final step of this process—designing the curricular structure and instructional approaches necessary if students are to master the essentials.

For example, creativity was one of our essential competencies. We now must decide how to guarantee that in physics and history as well as in music and art, teachers require creative—as well as the more traditional—work.

While this process continues, we can demand more student initiative by devising ways—other than memorization and regurgitation—for students to show they've mastered material.

Prodding students toward involvement in their own learning demands nothing less than a revolution in teaching. And the prerequisite for that is a revolution in our own thinking.

"Youngsters must learn to do and create things with information—not just store it for its own sake."



Salem-Nassiff Studio

Lee Hay, a former National Teacher of the Year, teaches English at Manchester (Connecticut) High School.

What Is Full learning opportunity must be available for all students.

By Harold Howe II

The social history of the 1960s and '70s stands as a monument to our nation's dedication to ensure full and equal opportunity for all students. We made progress. We opened some doors and unlocked others. We moved steadily—even if not swiftly—toward inclusiveness, toward justice.

But let us not deceive ourselves. The plain fact is that we left the battlefield before the war was won. Complete victory eluded us. And reminders of that incompleteness still scar our national scene.

Many of our inner-city schools, many of the schools in rural Appalachia, many of the schools in our less affluent suburbs are exactly that—stark reminders of work still to be done, of obligations unmet, of commitments in need of renewal.

We find in these schools a complex mix of problems: children from families long denied meaningful social and economic opportunity, children still victimized by the residue of years of discrimination, children in schools that are understaffed, short on resources, and still largely untouched by reform.

What worries me is not that these difficulties remain, but that I sense complacency and, sometimes, indifference. Our resolve has waned. We have, for example, allowed the funding of vital federal programs to wither. We have watched, often idly, as the federal government has slowly abandoned its responsibility to thousands of youngsters in need.

If the full potential of these youngsters is to be unleashed, schools have to make an extra effort—and that means they have to spend extra dollars. Right now, in too many communities, those dollars just aren't there.

My argument is not that money alone will solve the equity problem. But I am saying that the problem cannot be solved without money.

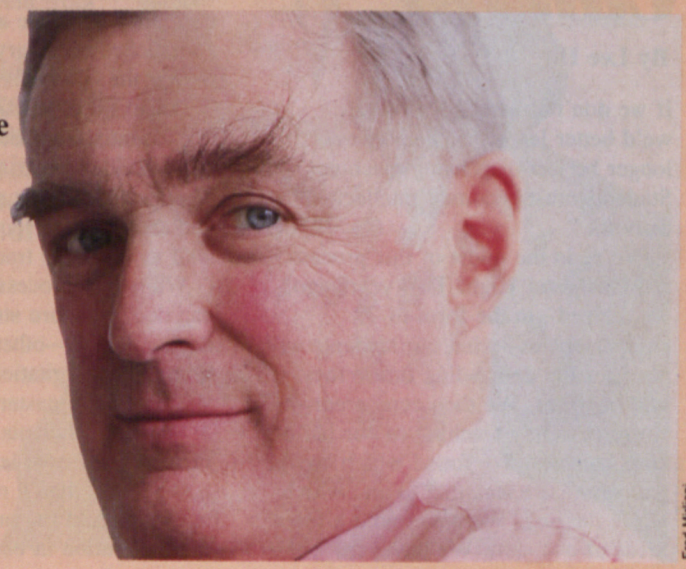
Let's remember too, that students from poor communities need encouragement, motivation, enhanced self-esteem. Many of these children have known only rejection and failure. When we've designed special programs for these children, we've too often lost sight of this fact. The result is that some of the education reforms have been counterproductive.

We must raise standards. But we cannot ask children to walk when they haven't yet learned to crawl, to run when they haven't yet walked.

I'm fearful that some of the reforms advanced in the name of excellence have diminished our dedication to equity. We have to revive that dedication. Because if we make it impossible for the weakest among us to have a real chance to improve and excel, and then call that progress, we will have defiled our democracy.

Now at the Harvard Graduate School of Education, Harold Howe II directed the Ford Foundation's education programs for many years and was U.S. commissioner of education during the Johnson Administration.

"We cling to the assumption that our schools are serving *all* youngsters. That's a comforting myth—but a myth nonetheless. And we'd better recognize it as such."



Fred Mirlani

What Can Be

By Geneva Gay

The students who today fill our nation's classrooms constitute a racial, ethnic, cultural, and socioeconomic mosaic of unprecedented complexity. If we are to accommodate this diversity, the essential prerequisite is variety—of instructional methods, teaching styles, learning opportunities, classroom environments, assessment instruments.

The schools of tomorrow cannot offer all students the same diet. We must, of course, define certain intellectual nutrients (basic skills) that all students must thoroughly digest and absorb. But it doesn't follow—any more than it would with a physical regimen—that all students should sit down at the same table and eat exactly the same foods at exactly the same time.

The substance of education should be similar for all students. But there is absolutely no reason why the methods of transmitting that substance should not vary according to each student's strengths and weaknesses. The ideal of equality demands that we educate *all* students to their full potential. But ironically, to succeed at that task demands that we educate *each* student differently.

At some point school leaders and the American public will have to free our nation from the notion that the purpose of schooling is to control youngsters. Schooling should empower young people, free their potential, offer them opportunities for self-direction and self-control.

If we accept the simple premise that students are human beings, then we must acknowledge their innately human desire for control and order in their lives. *Whose life is it, anyway?*

What I am arguing for is greater flexibility—more movement, more arrangements, more options, more road maps to be followed (more or less) on the way to becoming an educated person capable of functioning in an always changing and always challenging environment.

This we owe every student. *This* is the meaning of equal opportunity.

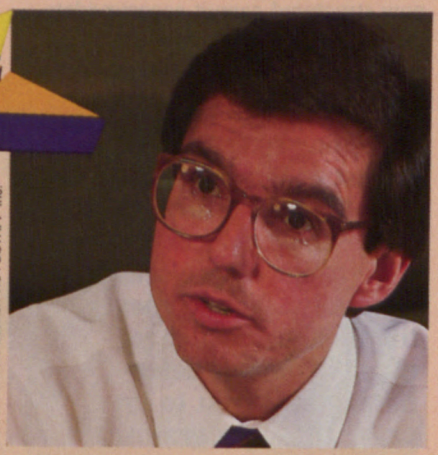
Geneva Gay is professor of education at Purdue University and a specialist in multicultural education.

Tom Curtis/*Purdue Exponent*

"It is every child's birthright to be taught in a manner that takes account of his or her individuality and uniqueness. True respect for that right dictates that we move toward this *child-centered education.*"

What You Can Do

By Federico Peña



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The high drop-out rates among Hispanic and other ethnic minority students are a clear signal that equal educational opportunity remains more myth than reality. And that signal should alert us to the danger of complacency.

I believe that teachers in particular must take care to avert this danger—to avoid becoming complacent about the concept of equality. They must begin today to take the actions necessary to address the unique needs of all the students entering their classrooms.

As increasing numbers of racial and ethnic minority students enter our public school classrooms, the traditional curriculum becomes increasingly obsolete. Teachers can begin to address this problem by building on curriculums that include bilingual or multilingual components. Teachers, however, need not and should not design these programs alone.

"Teachers who galvanize community support for a strong pro-public education agenda can help ensure that equal educational opportunities prevail."

Developing a curriculum that truly meets the needs of a diverse student population requires working with the local community. By forging a genuine partnership, teachers and parents can remind themselves of shared concerns and mutual goals, and so move the community toward consensus. Once that consensus is solid and the partnership secure, educators will find that they have real political support when critical education issues arise.

In addition to improving the curriculum, school/community alliances must work to defeat the increasingly popular idea that the federal government has no responsibility to forward the goal of equal educational opportunity. The federal role is self-evident—to ensure that children from low-income communities do not suffer disproportionately, to ensure that we do not become a nation in which geography is destiny.

Now mayor of Denver, Federico Peña is a former Colorado state legislator and attorney for the Chicano Education Project.

Learning should occur throughout life.

What Is

By David Weikart

High quality preschool education offers the surest guarantee that we will, in time, become a nation of lifelong learners. It is the foundation for all that follows. But as yet we have not taken the necessary steps to ensure that foundation's solidity.

When education was expanded to include children below age six, the intent was to offer these youngsters a smooth transition from family to school. Kindergarten was conceived as an introduction to life outside the cocoon—a time for social adjustment, an opportunity to learn the routines of school and to become acclimated to the kinds of demands school would make before entering a more formally structured school world.

Today, however, families are changing rapidly, and that has affected the way children grow up. The number of children per family has decreased. More women are entering the workforce, increasing the total income of the household. More money and resources are available for each child, while greater demands are being made for earlier independence.

These changes in family structure have convinced many people that today's kindergarten-age child is more mature, very likely precocious, less in need of a transitional stage to formal schooling. In fact, the opposite may be true.

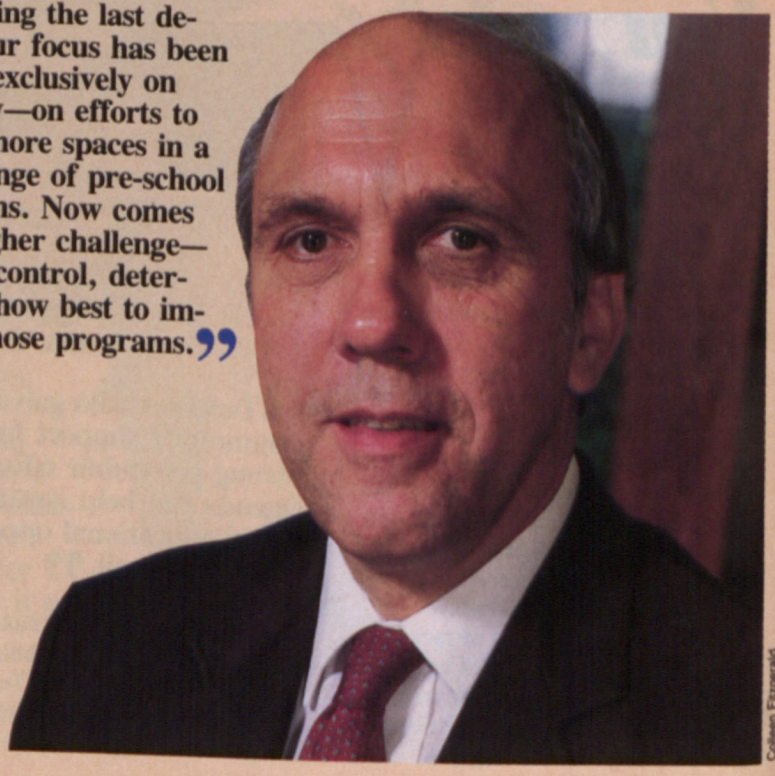
Nonetheless, many school disticts have made the assumption that the traditional kindergarten experience is no longer necessary. As a result, they've made kindergarten much more formal. In many districts kindergarten is now nearly indistinguishable from first grade. That is almost self-defeating. And I would urge caution.

Even greater caution is necessary with children in the three- to four-year-old range. These children have notably different patterns of thought *and* behavior—patterns that schools as now structured cannot accommodate. A much more open, more flexible instructional program is essential if the conceptual skills of these very young students are to develop—programs that build on a child's strengths, not on his or her weaknesses.

Lifelong learning—from the cradle to the grave—is not in any way an unrealistic goal. But achieving this goal requires studious attention to the way we structure the learning experiences of very young children.

David Weikart is president of the High/Scope Educational Research Foundation in Ypsilanti, Michigan, and led the research team that produced the recent nationally acclaimed study on the impact of early education programs.

"During the last decade, our focus has been almost exclusively on quantity—on efforts to create more spaces in a wide range of pre-school programs. Now comes the tougher challenge—quality control, determining how best to improve those programs."



Colleen Fitzgerald

What Can Be

By Ernest L. Boyer

I believe we might be more honest if, instead of speaking of a life of self-improvement, we spoke of a life of self-correction—or even of self-reversal. Surely the pace of contemporary developments requires the courage to cast aside convictions that we once ardently embraced. And that, I submit, is what lifelong learning is all about.

As we move toward this ideal, I would imagine that the term *school* might be replaced with *learning center. School* has been identified with a given slice of a human life. You go to school and learn. Then you go to work and earn. Then you "retire." Fortunately, that pattern is now a parody of reality. It is simply no longer true that chronology is destiny. I foresee learning centers that would be open from early morning until late at night, perhaps even 24 hours a day, 365 days a year.

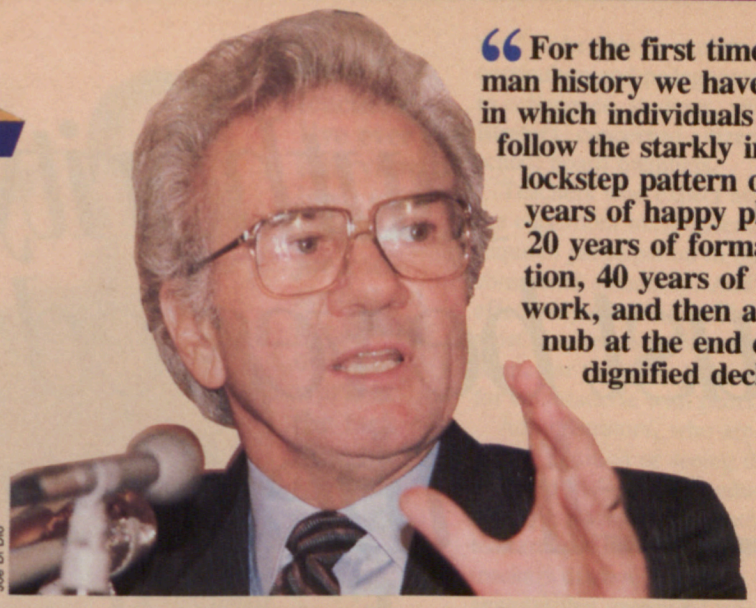
I also envision a dramatic change in educational offerings. The ideal would be to accomodate the learning needs of our entire population—including those who *desire to learn for the pure joy of learning.* Education must serve national needs, of course, but it must also serve personal aspirations.

I see a pivotal role for technology as a "teacher" in this new educational world. Technology would allow students to take charge of their own education. Teachers would assume the role of mentors.

Students in this new environment would be driven by purpose, not by time; by themselves, not teachers; by self-established objectives, not tyrannically imposed imperatives.

Even now, our lives are becoming more integrated, more organic—no longer chopped into arbitrary sections. Education can accelerate this development. I relish the prospect.

Ernest L. Boyer, author of High School: A Report on Secondary Education in America, *is president of the Carnegie Foundation for the Advancement of Teaching.*



Joe Di Dio

"For the first time in human history we have a society in which individuals do not follow the starkly inflexible lockstep pattern of four years of happy play, 12 to 20 years of formal education, 40 years of full-time work, and then a little nub at the end called dignified decline."

What You Can Do

By Susan Waugh

The responsibility for meeting the demand for lifelong education belongs to educators—my colleagues at the preschool, k-12, and college level.

Bill Stover

"If we are to make lifelong learning a national priority, we must first see to it that lifelong learning becomes a priority in our own neighborhoods."

Learning throughout life will soon be a given—*for everyone.* It's up to teachers at all levels to forward and shape that change.

We can begin by supporting government efforts to establish preschool programs. Change at this level will catalyze change at all levels. So far some 15 states have passed laws to create, improve, or expand education for pre-kindergartners, and another dozen are drafting bills. Many city governments are launching similar initiatives.

We can all take the time to find out whether or not such programs exist in our neighborhoods—and find out what steps key policymakers (school board members, the superintendent) intend to take. When the intention is inaction, we can apply pressure.

We can, for example, tell others (particularly other voters) what research has proved: that high-quality early childhood education makes a decisive difference in developing the intellectual and cognitive skills children need later in school—and later in life.

We must remember, as we restructure all levels of education, that future workers will not simply have several jobs—they'll have several *careers.* The ability to adapt to change will be all-important. Every proposal for reforming education should be scrutinized with this fact in mind.

Susan Waugh is a professor of English and coordinator of the liberal arts program at St. Louis Community College in Meramec, Missouri.

Authority must be vested in the local school faculty.

What Is

By Pat Welsh

In the first English department meeting last year, teachers were handed a list of things the new administrator in charge of evaluation would be looking for. The list included a "sponge activity" at the beginning of class and a "closure activity" at the end. Most of us felt that the administrator was reducing the art of teaching to a series of mechanistic procedures. We felt he was trying to impress and intimidate us with new jargon, as if to say "I've got the latest secret about teaching and you don't."

Because I was writing a book, I started to poke around and discovered that the jargon came from a consultant the central office had hired to train administrators in evaluating teachers. The new evaluation system—a total disaster—thoroughly demoralized many of the best teachers; it neither helped nor removed the worst.

The central office administrators now admit that the evaluation failed because teachers were not consulted. They've decided to train a core of good teachers to evaluate and assist peers. That seems to be a move in the right direction—the only problem is that they brought in the "sponge activity" guy to direct the program. Several of the best teachers I know say the consultant is "too slick," "too out-of-touch with the classroom" to be telling anyone how to teach.

District administrators seem unable to translate concepts like "time on task" into practical terms. So we just sit and wait for the central office to deliver its latest bag of cliches.

Actually, the state poses a much bigger threat to teacher autonomy and creativity than the central office. As an English teacher I've yet to feel the effects of the state's new obsession with "educational excellence," but my science department colleagues have.

T.C. Williams science students won seven Westinghouse science awards this year—rather convincing evidence that our science teachers know what they're doing. But in the name of excellence, the state has severely diminished their ability to stimulate the brightest students.

An example: All Virginia students must now take two, instead of one, full-year laboratory science courses for graduation. This requirement has knocked out acoustics, a one-semester course designed to rope stereo freaks into physics, and other electives.

States and school districts keep reinventing the wheel—coming up with simplistic answers to complex problems. Only if the best teachers and the best administrators come together in a collegial way can we really improve our schools.

Pat Welsh, an English teacher at T. C. Williams High School in Alexandria, Virginia, writes perceptively on school life in his new book, Tales Out of School, *forthcoming in early 1986 from Viking/Penguin.*

Joe Di Dio

"School district officials seem to bring in outside consultants for PR purposes. They don't trust themselves or us to decide what the problems are and what should be done about them."

What Can Be

By Sara Lawrence Lightfoot

Joe Di Dio

"All teachers I've ever interviewed have said that a major constraint on the quality of their work is the lack of time for thinking, for reflection, for preparation, for collegial discourse."

In each of the six schools I studied in my research for *The Good High School*, I found faculty members with powerful decision-making authority.

I've since concluded that administrators who delegate authority have their feet firmly planted in the soil of common sense: they recognize teachers as the staff most directly in touch with the intellectual and developmental needs of adolescents. They grant faculty primary responsibility for setting curriculum goals and determining pedagogical style and strategy. The decision-making forum becomes the departmental meeting, where disputes are played out, consensus forged.

Faculty autonomy needs to be both individual and communal. The former is the teacher's power to shape what happens in the classroom; the latter, the effectiveness of grade-level or departmental faculty to persuade the wider community to accept their decisions.

To attain such power, teachers need to be able to explain and interpret curriculum and pedagogical decisions to colleagues, students, parents, administrators, concerned citizens, and school board members.

Teachers who expect autonomy in the classroom must understand that this requires participation in building communal autonomy. And participating effectively takes time. The school day must give teachers time for their students, for their own intellectual life, for camaraderie with peers.

Administrators, who are in the unique position of seeing the whole, can help make schools educative for faculty—places where teachers continue to learn and develop. They can help teachers discover common intellectual agendas that groups of teachers can explore together.

The intellectual kinship that develops from such activities can help solidify communal autonomy and so ensure that control of the curriculum remains where it belongs—with those in the classroom, those closest to the primary action of schools.

Sara Lawrence Lightfoot is a professor at the Harvard Graduate School of Education. In 1983, she published The Good High School—*six portraits of exemplary schools—urban, suburban, and elite.*

What You Can Do

By Nancy Jewell

Teachers will never be involved in curriculum design if we don't work our heads off.

We also need to be open to others' views. Teachers can be opinionated and autocratic, especially when confronting ideas about teaching that we've not previously considered. Perhaps we don't trust ourselves beyond the techniques and materials that work for us. But I think we must take ideas from each other—and from our students and the community.

I recently survived a mentally and physically draining experience—helping write a curriculum for my district's gifted and talented program. The guide has become a model for other districts in Oklahoma.

Ensuring that we have—and retain—this kind of professional decision-making authority often demands reliance on the Association. Our contract guarantees teacher involvement in textbook selection. And those of us who are active in the Association—including department heads—are the same ones involved in curriculum design and development. Association activism and involvement with basic instructional issues have meshed extremely well.

We also have well educated, well informed school board members, who are supportive of our right to choose curriculum materials. I'm sure the makeup of the board can be traced in large part to the fact that the Enid Education Association has been endorsing and campaigning for school board candidates for eight years. Our involvement in politics has given us clout in the classroom—and enhanced our ability to meet the needs of a changing society through an effective, visionary curriculum.

Nancy Jewell, an English teacher at Dewitt Waller Junior High School in Enid, Oklahoma, has chaired the NEA Affiliate Relationships Committee.

Joe Di Dio

"We have to be willing to give up the autocracy that our isolation makes possible."

School staff must be professionally compensated. What Is

By Ann Kahn

Salaries in education are low. Deplorably, unconscionably low. That fact reflects our nation's priorities and the previous public unwillingness to pay for the education that is vital to our national welfare.

There's a persistent idea in our society that those who instruct and care for our nation's children just aren't quite as professional as engineers or accountants or computer programmers. In fact, there's one particularly revealing reflection of our view of teaching: fewer parents than ever before now encourage their children to pursue a teaching career. These attitudes are both sad and ironic. Who, after all, do we think will prepare the next generation of accountants and engineers and programmers and attorneys and doctors and members of Congress and parents? We all need to work toward guaranteeing the men and women who work in education the prestige and economic status they so obviously deserve.

The National PTA is committed to doing precisely that. The position statement our association passed last March, at a national board of directors meeting representing every state in the union, testifies to the strength of that commitment: "The PTA will work to upgrade the image and the quality of the education profession to its proper and appropriate position in every community in this nation."

We in the National PTA intend to honor that statement.

Education should be an inviting, satisfying, and rewarding profession—one which attracts the brightest young students to its ranks. That will not be the case if so many educators continue to be undervalued, and low paychecks reinforce the negative message about the worth of their efforts.

Ann Kahn, former chair of the Fairfax County (Virginia) Board of Education, was recently elected president of the National PTA.

"Higher salaries are essential. But teachers also deserve expanded opportunities for professional development, more time for curriculum development and revision, and an opportunity to exchange ideas with—and learn from—each other."

Fairfax County Schools

What Can Be

By Richard F. Celeste

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A society that doesn't value teachers doesn't know much about the profession. I remember reading once that a teacher "must have the energy of a harnessed volcano, the efficiency of an adding machine, the memory of an elephant, the understanding of a psychiatrist, the wisdom of Solomon, the tenacity of a spider, the patience of a turtle trying to cross the freeway in rush-hour traffic, the decisiveness of a general, the diplomacy of an ambassador ...."

From my regular visits to schools, I know there's little exaggeration in that description. We expect an awful lot from teachers. And too often their heroic toil goes unrecognized.

"Collective bargaining rights are essential to improving the financial lot of teachers: reliable statistics show that bargaining results in substantially better professional compensation packages."

I envision a time when *all* elected officials, along with parents, the media, and the public at large gain substantial insight into the education profession—and when education workers are at long last granted the status they deserve.

I envision a time when the monthly paychecks teachers receive reflect their worth to their communities and to the nation. I believe we're moving in the right direction in Ohio. I've proposed to the General Assembly raising the minimum starting salary that local districts must pay by 7½ percent.

More is needed. But federal cuts have financially overburdened state and local governments. Slashing federal aid to education is unconscionable—particularly when the hatchet is wielded by a White House that gets so much PR mileage out of speeches about education reform.

I envision a time, reminiscent of the Sputnik era, when education is considered an essential component of a strong national defense program. And I envision a time when there's a collective bargaining law on the books in each state. We passed such a law last April. The days when salary decisions were unilaterally dictated are now over.

Education represents the future of this country. Let's start valuing the men and women in education as if we believed that. And let's start today.

Ohio Governor Richard Celeste was elected in 1982—in part because of his strong pro-public education position.

What You Can Do

By Maida Townsend

Now, more than ever before, we have a responsibility to use every means at our disposal to carry forth the message that people who work in our schools are valuable assets to their communities and to the America of tomorrow. We have to rivet the media's attention on the demanding work that goes on in our classrooms every day.

A good place to begin is by exposing the myth of the 10-month work year—the false idea that teachers don't deserve the same pay as other professionals because they work shorter hours. Statistics show that this pervasive myth is undiluted nonsense.

We also need to make sure the public understands that the emerging teacher shortage is the product of low teacher salaries.

Outreach, of course, is essential. In Vermont, we've had great success with our "I've been back to school" program. We invite state legislators into the classroom to teach or observe. They see firsthand what it's like to teach a remedial reading class in a room with no windows. They see the textbooks that show Truman as our current president. They often leave with renewed respect for our work.

We've also found that coffee klatches are surprisingly effective community relations vehicles. We assign teams of teachers to visit local people in their homes. The teams drive home the point that both teachers and property owners have been hurt by our state's failure to appropriately fund education. Property owners often come away from these meetings feeling that they have a vested interest in increased state appropriations.

Underlying all these approaches is the importance of personal contact. We tell our members in Vermont not to let anyone get away with an uneducated view of education.

Maida Townsend, a high school foreign language teacher, is president of Vermont-NEA.

"The next time someone stops you in the hardware store to criticize those of us who work in public schools, be prepared. You have a lesson to teach—a lesson on the value of the teaching profession."

Carolyn Salisbury

There must be high standards for teacher preparation and practice.

What Is

By Linda Darling-Hammond

Too many teacher education programs don't provide a foundation in the basic processes that underlie learning—specifically *how* children learn (cognitive psychology) and *when* they're ready to learn in particular ways (developmental psychology).

Nor do many of these programs place sufficient emphasis on tying theory to practical experience—a defect we must remedy. We also need better continuing professional development for established practitioners, and that development must start with better evaluation systems. Most evaluation systems treat all teachers alike, regardless of what stage they've reached in their careers. Evaluators arrive in classrooms with bureaucratic checklists instead of questions geared to teachers' professional needs.

Treating everyone alike also dilutes evaluation resources, especially principals' time. In private industry, an acceptable manager/employee ratio is 1:7. In schools, the principal/teacher ratio can range from 1:20 to 1:80.

So what happens? Most evaluations, even of experienced teachers, are made on the basis of *minimum* competence. That's an appropriate level for some personnel decisions, such as tenure or dismissal. The teaching abilities to be evaluated for these decisions are generic, and the criteria can be standardized. Generalists, or principals, can do the evaluating.

By contrast, where the aim is to help competent teachers grow or to assist teachers who are having difficulty, the most effective evaluators are peers. Peer review, now terribly underused, provides the necessary time and expertise for sound advice and real opportunity for improvement. Using peer review in these situations also frees principals to concentrate on the basic decisions about, say, tenure and dismissal.

Until this common sense distinction finds a secure place in schools, the evaluation process will never help teachers acquire insight into their weaknesses—*and* strengths. And that means that for many experienced teachers, the process will be largely ritual.

Joe Di Dio

A senior social scientist with the Rand Corporation, Linda Darling-Hammond last year authored Beyond the Commission Reports: The Coming Crisis in Teaching *and coauthored* Teacher Evaluation: A Study of Effective Practices.

"Like medicine, teaching is both science and art, with a base of knowledge that's complex and constantly changing—which is why in both fields the transfer to practice must be gradual and heavily supervised."

What Can Be

By Mary Hatwood Futrell

The ferment for reform that continues to resonate throughout our nation can help us become continually self-improving professionals in a continuously self-improving profession.

But that potential will be realized only if we who serve in the classroom remember our responsibilities to help each other—*and* those who will soon stand with us, only if we remember we are a *community* of educators.

To ensure professional excellence among *all* of us, without exception, we must insist on a carefully crafted strategy to address the problems and activate the potential of both new and seasoned practitioners.

I expect—from every student who intends someday to become our colleague—deep and comprehensive subject-area knowledge, the skills needed to excel in the classroom, and the caring commitment that teaching demands. That's why we must insist on a radical reformation of teacher training programs.

These programs must toughen up. Students who enter them must know that the road will be rough and that at the end of that road lies an imposing obstacle: a comprehensive two-part exam. The first part would measure students' mastery of subject matter material. The second part would demand that they demonstrate they have what it takes in the classroom.

Both parts would be developed by practicing teachers in consultation with teacher education institutions. And—in keeping with America's public education heritage—the assessment process would be administered by the states.

Those who complete this part of the long journey toward certification would then begin an internship under the tutelage of an experienced classroom teacher. And they would face frequent evaluation—by experienced evaluators.

Only those who scale this mountain of requirements would earn the right—the unique and special privilege—of nurturing our nation's schoolchildren.

I've talked about teacher candidates. Now a word about us already in the profession. If we care about our profession, we must demand rigorous, frequent, and comprehensive evaluations. Self-assessment is, of course, essential. But it is not enough. It will not suffice. The microscope that reveals our flaws reveals at the same time the path toward excellence.

Mary Hatwood Futrell, a business education teacher from Virginia, is currently president of the National Education Association.

"We will not tolerate incompetence in our ranks. This is the pledge we must make to our nation's children. And to ourselves."

Joe Di Dio

What You Can Do

By Marjorie Pike

Ron Richer

"We should open our school doors to those who train new teachers, so they can find out what practice is all about—not as outside observers, but as teachers for an entire term."

For too long, teachers have not been welcome in the places where decisions about the standards for their profession are made—state certification and governance boards, policy meetings at teacher education institutions. This must change.

Nationally, we already have a voice in teacher education through NEA's membership in NCATE, the largest accrediting agency for colleges and schools of education. For three years, NCATE has been redesigning its accreditation standards. Among the changes: higher entrance requirements for students, a more demanding preservice curriculum, and course content that rests on a research-based body of knowledge.

NEA's state affiliates now have a crucial role. We must see that every state certification board rigorously enforces high standards. The surest way to make that happen is for every such board to have a teacher majority.

Local Associations can also help involve teachers in local preservice education. And contract language should specify that new teachers come from accredited NCATE institutions. These are issues the NCATE redesign did not address, but that teacher unions must address.

Marjorie Pike, a past president of the Tennessee Education Association, has represented NEA on the National Council for Accreditation of Teacher Education since 1980.

School/community resources must be coordinated to benefit students.

What Is

By Don Davies

The surge of interest in school reform has produced a whole new set of promising and innovative proposals for improving school-community relations. But few of these proposals have been widely implemented. In general, both schools and communities have been slow to act—or haven't acted at all.

This negligence is a very real threat to the momentum of the education reform movement. So long as school and community stand in isolation, both suffer. And children suffer.

Symptomatic of the sluggish reaction to the call for school/community cooperation is the sorry state of programs to involve parents in the life of the school. If even the parents of school children stay away, the community at large is hardly likely to support the schools.

And parents *are* staying away. In fact, it's almost as though they've initiated a boycott.

The parents' fault? Yes. The schools' fault? Yes. Neither side is above reproach. Nonetheless, schools must take the lead in solving the problem. And there's plenty of work to do: at present, two-thirds of all schools limit contact with the home to reporting discipline problems or sponsoring an annual back-to-school night. That's not enough.

Schools are particularly negligent about reaching out to lower-income parents. They assume that linguistic, cultural, and physical barriers are insurmountable. That's a classic cop-out.

Schools must respect the social and economic diversity within the constituencies they serve. Children from low-income families are already at a disadvantage educationally. Schools have a special responsibility to work with these families to minimize that disadvantage. In large urban areas, a program specifically targeting their needs may be necessary.

Similarly, schools often ignore the well-documented and surely widely known fact that many of their students come from families with many serious social, economic, and psychological stresses. Any program to involve parents must take account of this fact and include a strategy for coming to terms with it. Too often, this task is neglected. And that neglect is not benign.

Ideally, if a family can't help a child, the school will look for substitutes, such as tutors from churches or community service agencies. But schools seldom go this route. And another opportunity to forge an alliance of cooperation with segments of the community is lost.

Parent and community outreach programs can dramatically improve the quality of schooling. We desperately need more of them. But those programs must be more carefully crafted than they now are. In the long run, schools that launch outreach projects without a well thought-out plan to include families who are most in need do a disservice to the community.

Don Davies, a professor of education at Boston University, is founder and president of the Institute for Responsive Education.

Fred Mirfani

"The initiative for forging an alliance of cooperation between school and community must come from the schools. If it doesn't, it probably won't come at all."

What Can Be

By Blandina Cardenas Ramirez

Joe Di Dio

"I would never deny that the traditional basics are essential. But school districts are being both callous and shortsighted when they treat youngsters or teachers simply as objects caught in a learning machine."

Schools urgently need to consider the noninstructional needs of children from families in flux.

Originally, we designed our schools to meet familial needs. The agrarian lifestyle, for example, determined our holiday schedules. Now we must design schools that respond to the family of the future, to the family structure we see emerging today.

Today's families expand and contract. Marriage, remarriage, single parenthood, step-parenthood—often all come into play. The stable family that most of us knew is no longer the norm. Schools must develop systematic ways to give special attention to children whose lives lack this stable center.

The shrinking family has more impact than we often think. A generation ago, most children "knew" their future school early on, because older siblings attended that school. Today's children often lack that advantage. For this reason, we should consider smaller schools that would give students a greater sense of community. Where this isn't possible, schools could set aside a few days each year for preschoolers to visit. It's obviously important for a school to make special efforts to know students' families—and so better know students. The next step is to define community needs and take the initiative in meeting them.

Several years ago I worked in a San Antonio school district where most families lived well below the poverty level. My colleagues and I established a family service center that included an employment agency at the school. After only one month, our center had placed more people in jobs than did the entire state employment commission.

While every school needn't go this far, I do suggest that every system can do more to meet community needs—the special needs of working mothers, for example. We must act on the knowledge that the health of a community and the health of its schools are tightly interwoven.

Blandina Cardenas Ramirez is a member of the U.S. Commission on Civil Rights.

What You Can Do

By Bettye Bellamy

More than two decades of teaching have convinced me that children's problems don't stop at the schoolhouse door. And no child can handle them alone. We teachers can't fill all the roles—we need parents, social workers, the clergy.

I try to do my part by addressing problems my students have—or might someday have. Throughout the year, my second graders and I discuss such subjects as child abuse, latch-key kids, and peer pressure. Group discussion helps develop verbal abilities and listening skills and spurs students' spirit of inquiry.

I start the discussions by asking a blunt question—for example: What would you do if you were walking home and a stranger offered you a ride? I find that role playing helps kids handle delicate topics without embarrassment.

I try to bring parents into as many programs as possible. Before school starts, I call each student's parents, and invite them to visit our classroom. I also send out letters asking parents to list their talents and suggest ways they might help me.

Another way to lure parents to school is to invite them to see their children perform. Few parents can resist. After the performance, I usually host a reception for the parents.

I find members of the community eager to share their talents. One woman plays the piano for us. Another—a retired teacher—teaches the class folk dances.

A program I'd like to see developed with the help of community volunteers—especially college students majoring in education—is one for "average" students. If volunteers spent just one hour a week working with these youngsters, they'd give them a chance to feel special and shine.

There's nothing dramatic in the methods I've just described. Any teacher could try similar approaches. Every little bit helps.

A veteran of 25 years in education, Bettye Bellamy teaches second grade at Fairview Elementary School in Dover, Delaware.

Jim Graham

"Parents are interested in their children's education. Our task is to offer them a variety of ways to get involved and express that interest."

Adequate financial support for education is essential.

What Is

By Michael Kirst

Excellence costs. No other assertion in the entire debate on education reform is more on target, further beyond dispute. And yet many people—including some public officials who prefer anecdotal hearsay to solid evidence—*do* dispute this claim. They ignore the solid research showing that diluted school budgets invariably result in program cuts and diminished student achievement.

Compounding this foolishness is the mistaken but persistent belief that "adequate funding" means—quite simply—a certain fixed number of dollars. This belief ignores three fundamental facts:

► Adequate funding is by definition equitable funding.

► Funding equity depends not merely on the amount of money but on the *source* of the money.

► Given the nature of fiscal procedures at the local, state, and federal levels of government, the higher the source of funding, the more equitable the distribution of funds.

Relying on local government as a revenue source for education virtually guarantees inequitable—and therefore inadequate—funding. It is not unusual to find two adjoining school districts with vastly different tax bases—and vastly different per-pupil expenditures. Reliance on local sources therefore perpetuates inequities among school districts.

The problem, of course, is that just as there are radically different funding capabilities among districts within states, so too there are radical differences *among states*. Shifting more of the burden to the states helps—but by no means solves—the equity problem *or the excellence problem*.

The deplorable condition of many of today's schools—the scarce resources, the underpaid staffs, the sparse curriculums, the unsafe facilities—proves again *that excellence costs and that the states cannot adequately meet those costs*. What's more, the Administration's proposal to end federal income tax deductions for state and local taxes promises to intensify this problem and squeeze the life out of the quest for educational excellence.

State and local governments are carrying more than their fair share of our nation's education budget. They now pay 94 percent of the total cost of educating America's students. Added burdens cannot be justified.

William Smith

"Educational excellence requires a creative partnership in which the local, state, and federal branches of government share the fiscal burden. Today, the uncooperative partner is the federal government."

Michael Kirst specializes in education finance as a professor at Stanford University. He is past president of the California Board of Education.

What Can Be

Carolyn Salisbury

By Augustus Hawkins

A federal education policy that places the improvement of education at the top—the very top—of this nation's social and political agenda is imperative. The problem, of course, is that at present we don't have a federal education policy to place *anywhere* on the agenda. And that's disgraceful.

This is no time for an ad hoc, hit-or-miss approach to the problems we confront. And it's no time for the federal government to flee responsibility. We must develop a comprehensive policy rooted in the commitment to give *all* youngsters the opportunity to realize their fullest potential.

The federal initiative I envision would help provide the highest quality pre-service training for prospective teachers. We would move rapidly toward a certified teacher corps that truly reflected this nation's will to excel.

"We must never let this nation forget the incontestable correlation between education spending and the productivity of our workforce, the health of our economy, and the security of our people."

As for teachers already in the classroom, I'd advocate beefed-up inservice programs that rested on all we have learned from research on effective schools, cognitive development, and pedagogical methods. Such training has the potential to attract to the classroom persons who now flee to professions that give high priority to professional development opportunities.

Of course, improved teacher training must be accompanied by improved teacher salaries. Again, the federal government must guarantee that no servant of the public interest receives the paltry salaries so many teachers now endure.

Consider, too, the impact if the federal government, in cooperation with states and localities, helped lead the way in rebuilding the physical structures of our schools. Students would then enjoy an environment in which they would be proud to learn and free from danger.

Serious reforms cannot succeed when the federal government abdicates responsibilities that are clearly in the national interest. It's going to take added financial resources at *all* levels of government if education is to help us make America all that it is capable of becoming.

Augustus F. (Gus) Hawkins is chair of the House Education and Labor Committee and a 12-term representative from California's 29th congressional district.

What You Can Do

By Alice Harden

We had had enough in Mississippi: enough of the lowest teacher salaries, enough of the lowest per-pupil expenditures. We were struggling to find a way out of our educational ghetto—and to take our students with us.

We made progress. We secured from the legislature a commitment to increase teacher salaries by some $3,500 and so bring us up to the southeastern states' average. We were hopeful. But then the legislature—only one year after its commitment—took it all back, reneged on its promise of a second-year raise. We said, once more, enough—and we went on strike, the first time any group of teachers had ever closed down the Mississippi schools.

Our boldness paid off in a legislative package that will raise salaries $4,400 over the next three years. That boldness also drove home to our members the value of collective action.

We learned other lessons—lessons that apply not only in my home state, but across the nation. We learned that we must have a vision of what education should be, how to get there, how much it will cost, and who will pay. In the absence of such a comprehensive vision, you're forced to use a band-aid approach to every problem that arises. We learned that no state government, no local community, and not even the federal government can by itself make the vision come alive.

We learned, in sum, that we have a responsibility to forge a visionary and workable plan for adequate school financing, then to hang tough, lobby hard...insist on action.

Alice Harden, now serving her second term as president of the Mississippi Association of Educators, is on leave from her position as a junior high science teacher in Jackson.

Joe Di Dio

"We have risen from our knees, and we'll never be forced down again. We have altered the course of Mississippi legislation and politics forever. Our resolve is to remove from office all those who promise the world and then produce nothing."

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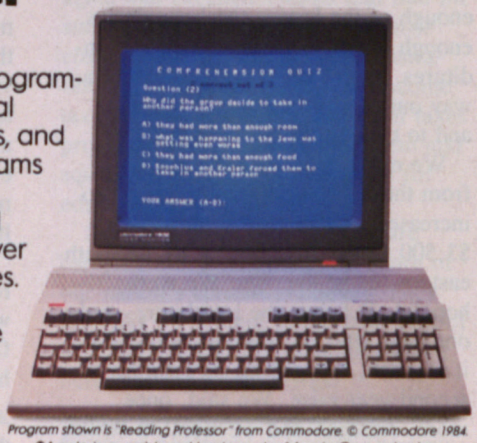

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Reading

Located in a predominantly Black, lower-income neighborhood in Lubbock, Texas, Iles Elementary School has a student body that's 10 percent Mexican-American, 40 percent Black, and 50 percent Anglo. With a waiting list that never seems to end, the school is a magnet, its racially diverse student body the result of a 1978 court order to desegregate Lubbock schools. One plus among many at Iles: the assignment of its 350 varied students to multi-age groupings such as the Greenhouse, whose teachers appear at right. The Greenhouse is home to some 20 Head Start, 60 kindergarten, and 60 first grade students.

What attracts so many students—or more accurately parents—to Iles Elementary from other, more affluent neighborhoods?

Teachers say it's the school's willingness to let students work at their *instructional* rather than their *grade* level. And then there are the extras for children who read at or above grade level. These students can choose from piano, dance, and Spanish, and since almost no child at Iles reads below grade level after first grade, the extras are part of most students' regular curriculum.

Iles's Greenhouse staff members seek above all to prevent early failure in school—especially in reading. At a "staffing," or meeting, early in the year, primary classroom teachers and specialists review assorted diagnostic tests to identify children likely to have trouble.

On the basis of these tests, they assign children to different reading groups—there may be as many as 11—to accommodate their ability differences.

The seven Greenhouse teachers and three aides work as a team to individualize instruction. The Greenhouse day is highly structured. In reading, this means that each reading group rotates through teacher-directed reading, independent centers, and seatwork.

Greenhouse teachers are quick to spot and try out any method that helps children with reading problems feel at home with the printed page. Primary teacher Jan Powell found one approach at a workshop on building children's confidence.

"One teacher at that workshop talked about making 'little books' that use only two words like *can* and *go* plus the child's name. Children keep reading from their little book until they can read the sentence, 'John can go.'

"At the time, I had a first grader who could not put sounds together to

David Johnson

make words. I decided she and I had a choice: either spend the whole year sounding out or start reading."

Powell chose to start reading. That girl and the other children who were having difficulty made and read eight "little books." And when they finished—each at his or her own pace—all were ready to begin the basal reading series that the Lubbock school district uses.

"Having their own books," Powell explains, "the children could spend the entire reading period reading. And there weren't any illustrations to distract them. There's research that shows if children read—not listen to—the same word over and over, the word becomes part of them. I worried they might be memorizing the words, but they weren't. When I sent the basal reader home, they recognized the words in print."

Greenhouse teachers also capitalize on children's intrinsic interest in themselves by using the "language experience approach," which lets children create reading texts out of their own experience. The children recall an event they participated in—a visit to the doctor's office, for example—and the teacher types the tale exactly as they tell it on a primary typewriter. The result is a short, printed story the children can read almost immediately—and reread throughout the year.

The Greenhouse's lead teacher, Edie Dougherty, brought back from England a special variety—a "learning experience activity" (LEA) that uses clay sculpture. With this technique, the children first recapture their experience in an artistic medium—clay sculpture or perhaps a drawing. The artwork then serves as a stimulus for the oral retelling of the event.

Dougherty describes the enthusiastic reaction of one kindergartner to his LEA: a performance lip-synching a pop song into a microphone. "First he made a clay sculpture of himself at the microphone," says Dougherty. "Then he gave me a dictation telling how everyone had whistled and clapped, and how he had become famous in his neighborhood."

Every Iles teacher is trained in the Lubbock district's approach to teaching the gifted—Creative Instruction for Maximum Achievement (C.I.M.A.). Greenhouse teachers have adapted many C.I.M.A. techniques for regular instruction because they help children organize schoolwork and projects generally.

In an exercise in planning and decision-making skills, for instance, Powell and Deanna Collier taught their primary students about cattle brands as symbols. They asked each child to design a brand that was symbolic of him or her. But the children learned first how to narrow down the possibilities, then to devise appropriate criteria—such as simplicity of design—on which to base their final choice.

Greenhouse teachers also involve parents in their children's learning. Every kindergartener leaving for summer vacation takes home a prescription for keeping skills sharp. A prescription may simply suggest that a child who's being read to look over a parent's shoulder for recognizable words, or—if the child is more advanced—that he or she try out a new program on the parents' home computer.

The two examples explain why Iles children are successful readers: their teachers encourage them to move to *their own* next step—never holding anyone back, never leaving anyone behind.

—Nancy R. Needham

Resources

Diagnostic Reading Instruction in the Elementary School. Frank J. Guszak. Harper & Row, third ed., 1985.

The Greenhouse: A Mind Map of the Ella Iles HS, K, 1st Program (schematic drawing). Free. Send stamped, self-addressed #10 envelope to Mind Map, Iles Elementary School, 2401 Date Ave., Lubbock, TX 79410.

Curriculum guides are available from C.I.M.A. [program for the gifted], Lubbock Independent School District (LISD), 1628 19th St., Lubbock, TX 79401. Make purchase order out to LISD.

Moments. 12 pp. $5. (Short exercises.)

C.I.M.A. Goes Home. 10 pp. $20.

Enrichment in Kindergarten, Reading in First..., Second..., Third..., Fourth..., Fifth..., Sixth Grade. Activities for gifted students (adaptable for others) correlated with the Macmillan basal reading series. 150-300 pp. each. $50 each.

Science

It used to be that science was only for the so-called "brains"—students with thick glasses and slide rules.

That's not the case anymore, say science faculty at T.C. Williams High School in Alexandria, Virginia—a Washington, D.C., suburb—where students and teachers alike have won a number of national science education awards over the years.

In today's increasingly technological world, every student—regardless of ability, interest, and background—needs a firm grounding in science. And that, note the T.C. Williams faculty members, pictured at right, means offering a wide range of students a wide range of courses that can help build an understanding of science and what it means in everyday life.

The class is introductory organic chemistry with instrumental analysis—a sophomore year course for most college chemistry majors—but at T.C. Williams, John Liebermann is teaching it to high school juniors and seniors.

Topic today? The determination of the specific rotation of sugars using a polarimeter. About 15 of T.C. Williams' best students are taking notes and asking questions as Liebermann explains how the structure of the sugar molecule will rotate the plane of polarized light.

Last winter, seven of Liebermann's students—the largest group from a general high school not specialized in science—were among 300 semi-finalists from across the country in the annual Westinghouse Science Talent Search contest. The T.C. Williams students conducted projects with titles like "Effects of Structure on Reactivity as Illustrated by the Production of Phenylurethane from Reactants of Varying Structures."

That's one class.

Meanwhile, in another classroom in the same wing, earth science teacher Bob Nicholson is using the morning newspaper's story about a natural disaster on the coast of Bangladesh to teach students the differences in origin between a tidal wave, caused by high winds, and a *tsunami*, born from seismic disturbances.

"Too many teachers still think science is just for the gifted," says physics teacher Manu Patel, chair of the science department. "It's not. It's for everyone."

In each of four major sciences—physics, chemistry, biology, and earth and space science—T.C. Williams offers four different levels. Classes in chemistry, for example, range from "Consumer Chemistry," a basic course where a student might learn about the chemistry of environmental hazards, to "Organic Chemistry," a college-level class for budding research scientists.

"The good thing about our science department is that we have a wide range of offerings," Patel says. "All students can take what they need."

Twenty-five years ago, as a reaction to Sputnik, the nation tried to play catch-up in science education by developing the cream of scientific talent—while neglecting the average student. Today, at schools like T.C.

Joe Di Dio

Williams, there's a move to reach a broader cross-section of students. The goal: scientific literacy for all.

"During the 1950s and 60s there was such a big push to get science education going," Nicholson says, "that kids were technologically bombarded."

"It's changed now," he says. "We're not trying to make everybody a rocket scientist. We have one Robert Goddard [father of modern rocketry], and that's enough. Let these kids appreciate the everyday types of things. Let them understand that if they look at a satellite radar map on the evening news, they'll know what the weather is going to be before the forecaster tells them."

In the past, students in general science courses memorized formulas and theories. Students in today's "applied" courses at T.C. Williams learn how to use science to solve everyday problems.

Understanding science becomes ever more critical as technology grows and has more and more impact on our society, T.C. Williams teachers stress.

"I think all of us would agree that we need a populace with as wide a science education as possible," notes physics teacher Hollis Williams. "Science is a part of our everyday life, but it is even more important for making decisions as to what sort of energy policy we want, what sort of environment we want to live in. If we're going to make the right decisions, we need an educated voter."

Faculty agree on the biggest obstacle they face in introducing students to science: "science phobia."

"Let's face it: not everybody is interested in science," says physics and astronomy teacher Mike White. "That's something you have to deal with every day."

"I always feel that if a student walks into my classroom and has a neutral feeling for physics, then I'm ahead of the game," Williams adds.

Faculty at T.C. Williams try to overcome these obstacles by building community backing—which leads to administration support for the equipment and resources essential to quality science instruction. Science lab work, teachers point out, is costly—and time-consuming.

Says biology teacher Elva Aukland: "You know it's easy for a science teacher to give up on a lab because it's a heck of a lot of work to set up—a lot more work than reading from a textbook and writing on a blackboard. All of us have to reach inside for that extra effort to make labs work."

"Science is not what happens in the classroom," Hollis Williams sums up. "It's what happens in the world. What we're trying to do is to get students to look at events in the world in a very systematic way—in all the science subject areas that we teach. You try to make kids understand that science is not this new, terrifying thing, but that it is wonderful. It can be understood. It is really something."

—Ed Gonzalez

Resources

Educating Americans for the 21st Century. National Science Board Commission on Precollege Education in Mathematics, Science and Technology. National Science Foundation, 1983.

Search for Solutions (science), Challenge of the Unknown (math). Audiovisual programs with teaching guides (free). Educational Programs, Phillips Petroleum Co., Bartlesville, OK, 74004.

The Space Shuttle Operator's Manual. Kerry Joels, Greg Kennedy, and David Larkin. Ballantine Books Division of Random House, 1982.

Standards of Learning Objectives for Virginia Public Schools (Science). Commonwealth of Virginia Department of Education, 1983.

"View From My Classroom: Introductory Organic Chemistry with Instrumental Analysis: A Third Year High School Chemistry Course." John Liebermann. *Journal of Chemical Education*, April 1985.

Science education journals and publications of the National Science Teachers Association, American Chemical Society, American Physical Society, National Association of Biology Teachers, and National Association of Geology Teachers.

Special Education

Special education is changing. The question is not whether to mainstream, but how to place children with special needs in the least restrictive environment. The Resource Specialist Program in the Oakland, California schools helps make mainstreaming work. The Oakland resource specialists, seven of whom are pictured at right, spend half the school day teaching mainstreamed special ed children on a pull-out basis, the other half on nonteaching duties that include helping classroom teachers develop techniques for teaching youngsters with learning problems.

"Special ed used to be the dumping ground," says Tonia Pleasanton, a resource specialist who's been teaching in the Oakland schools for 16 years. "We taught the children nobody else wanted to deal with.

"We've seen a remarkable change in the five years we've had the resource specialist program," she adds. "Other teachers and administrators no longer refer to special ed students as 'your kids.' Now they're 'our kids'—part of the school."

Oakland's 83 resource specialists serve all the schools in the district. Small schools may have a resource specialist for just half a day, large schools may have two or three specialists assigned full-time.

"The resource specialist program is one end of the special education continuum," explains David Schulberg, a junior high resource specialist. "There are other more self-contained programs for students whose handicaps—whether psychological, emotional, or physical—are more severe. Our program is for students with mild learning disabilities. They spend no more than three hours with us. Most of their day is in the regular classroom—working, playing, competing, and achieving with the other students."

"Our program has changed the whole tenor of how schools relate to special education children," says elementary resource specialist Cheryl R. Washington. "We go into regular classrooms, work with teachers, administrators, and parents. We act as a resource for the entire school. The result is that we—and our students—are accepted as an integral part of the school."

"I have children from regular classrooms ask if they can come into my room and work with me," notes Kathy Lane, who has taught special children for 15 years. "That could never have happened before."

"Special ed used to have a disproportionate number of Blacks and other minorities," adds Cheryl Washington. "This program has broken down a lot of the stereotypes about minority children by helping teachers understand different learning styles."

The change in attitude, explains Denise Saddler-Lipscomb, a resource specialist at Cleveland Elementary School, affects all of special education.

"We have a self-contained classroom for more severely handicapped children here at Cleveland," she says, "and those students spend an hour each

day in a regular classroom. At recess, the kids all play together. The special ed children are no longer off in a corner—labeled and made to feel different."

The Oakland teachers emphasize that the time they spend observing and assessing children, consulting with classroom teachers, and working with parents is crucial.

"A major change," Saddler-Lipscomb explains, "is that student assessments, which used to be done by a psychologist downtown, are now done by a team led by the resource specialist at the school site. We know the teachers, the school and the community—all those things that affect children and how they learn. We're part of the world the child lives in, so we can make an evaluation and design a program that corresponds to that world."

"Our work with parents is also vital," resource specialist Shirley Lindley notes. "We're an important support for teachers during parent-teacher conferences. As specialists we can help parents recognize and deal with their children's problems."

"Another critical change," says Adela Sanchez-Watts, a bilingual elementary resource specialist, "is our role as a resource for regular classroom teachers. We've all been classroom teachers—it's one of the requirements for the job. So we know what it means to teach 25 to 30 kids with differing abilities and learning styles. We also know techniques for teaching children with special problems."

"We reach more children because we reach teachers," adds Tonia Pleasanton. "There are special ed teaching techniques that regular teachers just haven't been trained in. When you suggest a technique to a classroom teacher, you see a light bulb go on."

"Auditory learning is one example," explains Donna Chan, a bilingual resource specialist. "Children who have severe reading deficits simply can't learn science or social studies by reading a textbook. We suggest to classroom teachers that they have other children tape record chapters of the text so children with reading problems can listen to the tape while they read. The children no longer get frustrated—and they're no longer behaviorial problems."

"We've developed a real camaraderie with the staff of the schools we work in," Denise Saddler-Lipscomb explains. "Teachers see us as offering them support—different approaches for different learning styles."

"I'd like to see our supportive role expanded," adds Cheryl Washington. "Many of the techniques we use with handicapped children would really help slow learners in regular classrooms. If we could spend more time acting as consultants to classroom teachers, we'd reach many more children."

"Slow learners fall through the cracks in our system—and most other school systems as well," Kathy Lane agrees. "Yet they could really benefit—in the regular classroom setting—from techniques used in special ed."

"The Resource Specialist Program gives teachers a new way of perceiving and teaching special children," Tonia Pleasanton concludes. "Our next task is to apply what we know to children who have any kind of learning problem so that they too can succeed in school."

—Heidi Steffens

Bob Frazier

Resources

Educating Exceptional Children. 2nd Edition. S. Kirk. Houghton Mifflin, 1972.

"The Effects of Labels on Attitudes of Educators Toward Handicapped Children." R. Combs and J. Harper. *Exceptional Children*, No. 33, 1967.

The Handicapped Child in the Regular Classroom. Bill R. Gearheart and Mel W. Weishahn. C. V. Mosby, St. Louis, MO, 1976.

Toward Tomorrow

Elementary

In Buffalo, parents of elementary students can send their children to public neighborhood schools, magnet schools, honor schools, schools for the gifted and talented, and a fifth alternative, paired early childhood centers (ECCs)—the main focus of this article—and academies. Begun four years after a 1976 desegregation order, these centers and academies now enroll some 11,400 students, about a third of the city's total. ECC 61, with an enrollment of 600, and North Park Academy, with an enrollment of 460, are typical of the 24 schools involved. Each was once a self-contained K-8 school with either a predominantly black or white population. Each now functions as either an ECC offering prekindergarten through second grade or an academy offering third through eighth grade.

Buffalo's paired school approach to elementary education is working and growing in popularity. What's the secret of the program's success?

Association members who teach at ECC 61—some of whom are pictured at right—and school principal Jane Morris credit the care that went into selecting program components.

"The administrators, teachers, aides, and parents who founded the program adopted only those classroom models that had proven to be most successful," Morris explains.

One model they chose—*Early Prevention of School Failure*—requires schools to test the motor skills, language, and hearing development of all prekindergartners.

"The tests help us identify and confront a child's potential learning problems early on," explains ECC 61 prekindergarten teacher Kathy Mergenhagen. We keep detailed records on each child, so one teacher can pick up where the last left off."

Prekindergarten is perhaps the most popular component of the program. Almost every ECC has a list of four-year-olds waiting to enroll. The youngsters attend an all-day session, but they do get the daily rest period required by state law. Research shows that children who attend prekindergarten usually do better in their future studies.

"Four-year-olds have a tremendous amount of vitality, and the prekindergarten program challenges them to play in a constructive way," notes Jane Morris. "They also learn social skills by playing with other children their own age."

The ECC math program—*Systematic Teaching and Measuring of Mathematics*—emphasizes Piaget's philosophy that children best develop their understanding of concepts by using manipulatives. Youngsters in the program regularly work with cubes, blocks, walk-on number lines, sorting trays, calendars, clocks, liquid measures, and toy money.

Talents Unlimited, another important component of the ECC curriculum, is based on the belief that everyone has a useful talent. To develop those talents, teachers regularly ask the students to do such things as create different objects from line drawings and to use as many words as possible to describe a particular object.

The teachers at ECC 61 are enthusiastic about the program. So are the substitutes, aides, and even substitute aides. All of them, in fact, are there by choice. Each school selects its staff from applicants who have specifically requested to work there.

"That's important. We're here because we want to be," says ECC 61 second grade teacher Joan Huber.

Teachers take three weeks of inservice training before they even go into an ECC classroom. The program also sponsors frequent inservice sessions during the school year.

ECC 61 considers parent involvement vital and works hard for enthusiastic family support. The school prints

a monthly newsletter for parents and sponsors two parent-teacher conferences a year. The result is an active and knowledgable parent group.

Ironically, parents who opposed the program originally—mainly because it replaced neighborhood schools with a busing plan—are now among its strongest supporters. The degree of parent support is evident in ECC 61's two gyms, where parent-made climbing ladders and balance beams stand out from standard-issue ropes, balls, and scooters. The hallways are brightened by parent-painted figures of children from other lands.

Parents regularly work with teachers to help their children learn. The schools help by issuing monthly calendars for different grade levels that suggest daily activities for parents and students to work on together at home. Teachers often assign these projects as homework.

Parents and teachers are enthusiastic about the ECC program—and looking for ways to make it even better. During the program's second year, for instance, the ECC schools began teaching reading to kindergartners who showed a readiness for it.

"We're able to do this because kindergarten and prekindergarten classes meet for a full day," explains teacher Kathy Mergenhagen.

The ECC-academy program offers many benefits. The uniformity of the program makes it easy for children to move from one school to another. The pattern of caring and showing interest in every student continues.

At North Park Academy, for example, fourth graders go on a two-and-a-half day camping trip every spring.

"Some of these youngsters have never been out of the city before," explains Association member Marilyn Spector, one of the teacher chaperones. "The campgrounds we use are in the foothills of the Allegheny Mountains, some 75 miles from the school. At camp, the children follow an activity schedule diverse enough to allow time for both hiking and just observing nature. They see a whole new world."

A whole new world: that's a good way to describe what Buffalo youngsters four to thirteen years old are discovering these days at Buffalo's early childhood centers and academies.

—Diane Dismuke

Resources

Buffalo Public Schools, Academy Program. Grace Fairlie, Academy Director, c/o St. Lawrence Academy, 756 St. Lawrence Ave., Buffalo, NY 14216.

The Early Childhood Teacher's Almanack. (Activities for every month of the year.) Dana Newmann. Center for Applied Research in Education, Inc. P.O. Box 430, West Nyack, NY 10995. 1984.

Early Prevention of School Failure. Luceille Werner, Peotone 207-U Dissemination Fund, 114 N. 2nd St., Peotone, IL 60468.

ECC reading program. Joanna Miller, Director of Reading, Rm. 408, City Hall, Buffalo, NY 14202.

Systematic Teaching and Measuring of Mathematics. Project Director, Jefferson Co. Schools, 1005 Wadsworth Blvd, Lakewood, CO 80215.

Talents Unlimited. Sara Waldrop, 1107 Arlington St., Mobile, AL 36606.

Ron Colleran

Math

Eugene Maier, president of the Math Learning Center, has observed that for many students, "mathematics is an Alice-in-Wonderland world—strange...fearful...nonsensical...bewildering." Not so at Canton High School in Massachusetts. The Canton mathematics faculty, pictured below, teach math as a practical skill—as "applied logic," as the art of thinking. The result? Department members at Canton can say with confidence—Alice doesn't live here anymore.

The classroom is alive, the students animated, the instructor a dynamo of perpetual motion. The atmosphere crackles with energy. The tempo of the lesson nears the frantic.

A class in aerobics? No, this is calculus at Canton High. Where students who take four years of math are the rule, not the exception. Where math phobia is a virtual unknown. Where every teacher believes that every student is capable of mastering the mysteries of mathematics.

Martin Badoian—the head of Canton High's math department for 25 years—scoffs at the notion that some "new wave" pedagogy is the secret to what is demonstrably one of the nation's most successful mathematics programs.

"We're always ready to take a shot with new approaches," says Badoian, "but basically we're pretty old-fashioned. I just haven't seen much in my 25 years that will substitute for hard work, long days, painstaking preparation, readiness to put in extra hours to help struggling students."

Eileen Moore, whose courses include intermediate level algebra, gently chides Badoian: "Marty's exaggerating—not about the hard work but about innovation. He's helped convince all of us that if we're going to engage students—so that they *want* extra help—we need to stress the *application* of mathematical principles. We have to make students see that learning math is a way of learning to think."

Math courses at Canton are taught as courses in the art of reasoning. Students aren't mired in abstractions. They see the practicality of the subject matter—and they dig in: Canton's students have finished first in both the annual New England mathematics tournament and the Massachusetts state tournament four consecutive years. Not bad for a middle-class suburban school with an enrollment around the 1,000 mark.

Fred Mirlani

One surprising aspect of this sterling record: Canton's math teams are dominated by females. The faculty deny that they've discovered some arcane secret. But then what of the still fashionable notion that females just can't function in the tough male-dominated realm of algebraic functions and trigonometric cotangents?

"We just ignore that stereotype," says trigonometry teacher Veronica Flangheddy. " We don't fall into any self-fulfilling prophecies. We don't assume females need special treatment. We're 'gender-blind'."

Adds algebra teacher Ken Kruse: "It helps that five of our 12 department members are women. The girls see right away that females can enjoy math, feel comfortable with it—and flourish."

But the Canton math program by no means caters only to those who breathe easily in the rarefied atmosphere of numbers and symbols. The departmental consensus is that math should *not* be taught either as an end in itself or as just an entree to math-related careers. Too many schools, says Badoian, take that narrow approach, which may explain the nationwide rush to computerize the math curriculum—a development that Canton's math teachers regard as unfortunate.

"If all we wanted to do was prepare kids for the high-tech workplace, the computer boom might make sense," Badoian explains. "But we're trying to do more than that. Math is a basic skill. 'Computer-ese' is not. I'll bet we soon see a lot of math departments returning to that understanding."

The Canton program seeks to enhance the analytical and problem-solving skills of *all* students—those headed for the campus as well as those headed for the workplace, the future engineer as well as the future carpenter.

"Of course," says algebra teacher Charlie Peix, "we hope some of our students do pursue math as a career—and decide to become teachers. If we're going to avoid the projected teacher shortages in math, we need students who see that math is fun and relevant rather than dry and abstract."

There it is again—the departmental pledge of allegiance: to demystify math, wed abstract principles to the practical world, transform each math course into a course on the aesthetics of problem-solving.

That pledge is reflected in a pedagogical approach designed to ensure that *students studying math learn more than math.* How do the faculty pull that off? One example: all math exams are graded—in Badoian's words—"as though they were English compositions." The emphasis, in other words, is on the "flow" of the proof, the logic of the process. Just as a piece of prose cannot be judged solely on its conclusion, so too a geometric proof cannot be judged solely on its "answer."

In Canton High math courses, process is as important as product. The "right answer" is less important than mastering basic skills *and* developing character—mental agility, imagination, persistence, patience.

"Years from now," says Peix, "our students may not remember the formula for figuring the area of an equilateral triangle, but they'll have the kind of mental discipline that make all tasks a little more manageable."

—Carl Luty

Resources

"By far the most valuable resource any math teacher has...is other math teachers. If you want to teach math effectively, you've got to talk to the experts—and they're your teaching colleagues. Find out what works for them, share ideas and strategies, pick their brains."

The words are Martin Badoian's. Other recommendations include the publications of the National Council of Teachers of Mathematics (NCTM) and in particular the 1980 NCTM Volume—*An Agenda for Action: Recommendations for School Mathematics of the 1980's.*

Visual Arts

Several years ago art students in Whitehall, Ohio, worked exclusively at studio—or creative—art. Then two of the system's seven art teachers—Elizabeth Katz and Jan Plank (shown at right with five teachers from Rosemore Junior High)—took the lead in developing a district-wide curriculum that included both art history and criticism, and related art to other subject areas. At Rosemore, 555 seventh and eighth graders now study art for half the school year in twice-weekly, 45-minute periods. What they learn from their teacher is basic to almost everything else in life.

At Rosemore Junior High, the art department is going strong. Non-art teachers sing its praises. The administration is supportive, and the community is enthusiastic.

Why has Rosemore succeeded where other schools have failed? Rosemore teachers believe it's because their seven-year-old curriculum relates art directly to what is being taught in other disciplines.

"I work with the other teachers in planning my units," explains Rosemore's art teacher Elizabeth Katz. "They understand that art involves an intellectual process, that although it's a discipline in itself, it has connections to other subject areas."

Each art unit at Rosemore deals with broad subject areas that range from fables to heroes and antiheroes. A unit can last anywhere from a few days to—in the case of heroes and antiheroes—a full semester.

Students first learn how the subject is represented in many different art forms. In the unit on heroes and antiheroes, for instance, this means studying everything from comic book heroes to historical heroes as depicted in famous paintings.

One painting included in this unit is Emanuel Leutze's *Washington Crossing the Delaware*. Katz guides her students in scrutinizing the work.

"How are the men dressed?" she asks. "What kinds of professions do you think they had before joining the Continental army? Why aren't they in uniform? And aren't we lucky they're not, because now we can know more about them as individuals. What kind of man dedicates his life to the pursuit of freedom?"

After a lively classroom discussion, the students gain a new appreciation for the concept of freedom. They understand that the right to make choices about the quality of life is a privilege many people are willing to die for.

"Art presents a lot of situations that these kids may never experience," explains Katz. "Many historic incidents depicted in paintings were decisive factors in world history. By studying these works, students can discover what past societies and civilizations must have been like, what their values were, what choices their people had."

Only after they've gained a broad overview of a unit subject, do students at Rosemore begin to tackle related creative art. In the unit on heroes and antiheroes, students learn how emotional factors can influence the way an artist depicts a hero's face. With this newfound knowledge, students prepare to become portrait painters of sorts themselves.

Katz directs her students to choose a character—famous or anonymous—from late 18th-century America and assume that person's identity in class. The students must research their characters throughly and be prepared to answer questions about them. Then, working in pairs, they take turns painting portraits of one another.

To set the proper mood, portrait subjects often pose in period costumes. The student artists frequently pause at their easels to ask questions about the individuals they're painting: The better artists know a subject, the better they can project their subject's personality into a painting.

Rosemore's art program didn't always have such depth. Seven years ago, in fact, the Whitehall district had no formal art curriculum for any of its schools. Whitehall's art teachers decided to change that. Working with Ohio's state art consultant, they began to develop the current program, first by writing what they considered their best lesson plans on cards they then filed in a specially designed large plexiglass box.

Katz explains: "We went to the board of education

with that box, described how we planned to develop a program, and asked for money to start our work. That was the first time we'd ever made a presentation to board members."

The board was impressed. Teachers received funding for after-school and summer workshops to develop a district art curriculum, and administrative, financial, and professional support has continued ever since.

That broad base of support extends as well to the surrounding community of some 22,000, located directly east of Columbus. School art fairs almost always include works by amateur local artists.

Lately, enthusiasm for Whitehall's art program has gone beyond local confines. The Getty Center for Education in the Arts of the J. Paul Getty Trust recenty cited the curriculum as among the most promising in the country in its recent report *Art History, Art Critisism, and Art Production: An Examination of Art Education in Selected School Districts.*

Today, each of Whitehall's current six art teachers has a plexiglass box like the one that started the program. Each box is literally overflowing with ideas arranged by grade level and subject.

The teachers are constantly at the cards—revising, discarding, adding new ideas. A few years ago every box had the same contents; now that isn't the case. The teachers plan to get together soon to synchronize their material.

At Rosemore Junior High, supplies and counsel from the art room are always available to the entire school faculty. Mary Fernandez' eighth grade students make geometric designs that help them better understand mathematical concepts. John Adamonis' seventh graders construct 19th Century-style dolls from dried apples and bind books to hold their research notes on Ohio history.

Georgette Fox, who teaches English and social studies to eighth graders, uses art as a motivating device.

"Kids don't view art as 'school,' and so they're more receptive to it than to a textbook," she explains.

Fox has worked with Elizabeth Katz to plan such projects as one in which students follow directions to make a collage and another in which they illustrate historical journals that they've written.

"Art classes," as Katz sums up, "can be so much more than making pretty things. They can be whatever the ingenuity of teachers make them."

—Diane Dismuke

Resources

Fine Arts Puzzles (puzzles of famous paintings). Whitehall Games, Inc., Newton, MA 02158.

Let's Get Lost in a Painting (book series including "American Gothic," "The Brooklyn Bridge," "The Gulf Stream," "Max Schmitt in a Single Shell," The Peaceable Kingdom," and "Washington Crossing the Delaware.") Ernest Goldstein. Garrard Publishing, 1982, 1983.

Milton Bradley Fine Arts Puzzles (puzzles of famous paintings). Milton Bradley, Springfield, MA.

Reading and O'Reilly filmstrip series 200 and 300 (art history). Box 302, Wilton, CT 06897.

Shorewood Fine Art Reproductions (reproductions of famous paintings) 27 Glenn Rd., Sand Hook, CT 06482.

20th Century American Paintings (filmstrip). Robert Hankes. J. Weston Walch, Pub., Portland, ME 04104-0658, 1984.

Understanding and Creating Art. Ernest Goldstein, Ted Katz, Jo Kowalchuk, and Robert Saunders. Garrard Publishing, 1985.

Michael Munden

Counseling

One out of every four girls and one of every seven boys in the United States is, by age 18, a victim of child sexual abuse. The counselors in the Tacoma, Washington, School District, five of whom are pictured at right, know that that chilling statistic does nothing to convey the anguish, the confusion, the sadness of trauma-touched young lives. They know well the devastating consequences of sexual abuse on a child's affective and cognitive development.

Brenda Cantrell smiles warmly at the 25 second graders seated on the floor in front of her. "You know what's wonderful? *Touching*. It's nice to be touched, isn't it?"

A chorus of Mmmm's comes forth, Mmmm'd as only seven- and eight-year-olds can Mmmm.

"What kind of touching feels good to you? Robert?"

Robert stands: "Like when my Mom hugs me or my Dad musses my hair and kisses me goodnight."

More Mmmm's.

Cantrell looks intense. Sometimes, she continues, people touch us in ways we don't like. She glances at a poster that shows a Dennis the Menace look-alike yanking a girl's ponytail.

"Is this touching you like?"

"Noooo."

"Why not?"

Student voices shoot from all directions. Decorum vanishes: "Hurts...Not nice...Makes me mad...Doesn't feel good."

Cantrell interrupts. She cleverly makes a distinction—in second grade lingo—between physical and emotional discomfort. Is there touching, she asks, that doesn't hurt physically but just doesn't "feel right."

Leslie—so angelic that you keep looking for her halo—speaks firmly: "If somebody touches your private parts, like your vagina, you hurt inside 'cause you're scared."

And what would you do if someone touched you there, asks Cantrell. Leslie raises her voice—"I'd say **NO!**"

Cantrell nods her approval, then challenges Leslie: "How do we know when it's OK for someone, say a doctor who's examining us, to touch our private parts,and when it's not OK?"

Leslie answers, and her voice blends with 24 other student voices: "Trust your feelings!"

In the beginning—before *Life* and *Time* and TV discovered the issue—the Tacoma, Washington, public schools recognized the sexual abuse of children as a problem deserving the concentrated attention of all who feel anguish when the vulnerable are victimized. They recognized that such abuse—if untreated—severely restricts potential, that it impedes the development of lingustic, perceptual, and motor skills, often generates behavioral problems, distorts the child's reality, and is a prime cause of below grade-level performance.

Brenda Cantrell, counselor at McKinley Elementary School, helped pilot the child sexual abuse prevention program that is now woven through the entire K-12 instructional program at all Tacoma schools. Counselors like Cantrell serve as resource

Bruce Kellman

persons and provide the in-service training required of every teacher who presents the program.

What is the rationale for giving such a central position to a single issue and pushing other pervasive problems to the background?

"That question," says Marlys Olson, a former elementary school counselor who now serves as executive director of Tacoma's Council on Child Sexual Abuse, "reflects a widely held misconception. First, the confidence and self-esteem we strive to instill in students will serve them well no matter *what* problems they confront. Second, we haven't pushed *anything* to the background. We believe—and evidence for our belief grows each day—that sexual abuse is the *root cause* of many of the most prevalent emotional and behavioral problems we see in children."

To support her contention, Olson cites the fact that of the last 30 children admitted to one Washington state facility for disturbed children, 28 are sexual abuse victims, the other two suspected victims. In addition, notes Olson, there is growing evidence that a significant proportion of young people who attempt suicide are reacting to the trauma wrought by sexual abuse.

And research reveals that young prostitutes are very often women who have suffered sexual abuse in their homes.

"We are now within reach," insists Olson, "of a societal transformation. The victims of child abuse, past and present, are now being heard—and will not let this issue die. And I'm confident we'll find that as we cleanse our society of child abuse, other critical social problems will be mitigated and in some cases will dissolve entirely."

Curriculum director Al Hokenstad, who brought the Tacoma program to Washington's Franklin Pierce School District, notes that very often an abused child, diagnosed for years as "learning impaired," will do an abrupt academic turn-around after entering a child abuse treatment program. Hokenstad has no doubts that alleged learning disorders are often no more than symptoms of the emotional turmoil caused by sexual abuse: "Sexually abused children are in agony. They're confused *and guilty*—convinced that the sexual contact is *their* fault. Kids in that condition *cannot learn.*"

Adds Dick Cantrell, counselor at Tacoma's Stadium High School: "The first thing we do with abused children is ensure their safety. Second, we convince them it's not their own fault. Only then can we begin the larger confidence-rebuilding process."

Janet, a teenage victim who sought Cantrell's help, vividly reinforces his point: "I had been sexually molested by my father and uncles—again and again, starting when I was very young. Even when they were reported and the abuse stopped, I was so ashamed I couldn't go to school. I stayed home and cried, flunked courses, and finally dropped out of school my sophomore year. Then I started seeing Mr. Cantrell."

Janet graduated last year, on time, with a B average.

"Welcome to the Sunshine Girls. We try to help kids—like you—whose lives have been affected by sexual abuse. We are here, not alone, but together—to help each other."

The speaker, Don Glabe, counselor at Lowell Elementarty School and Tacoma's Child Abuse Project Leader, is one of many counselors who volunteer their after-school time to sessions designed to build peer support systems for abused children.

Today, Glabe is working with two dozen seven- to 10-year olds. He takes out a large battered piece of paper with the letters ILAC: "You know what these letters mean? They mean I Am Lovable and Capable. And you *are*. So I want each of you to tell me your first name and then say I Am Lovable and Capable. Let's go around the circle."

"I am Amanda. I am lovable and capable...Danny...lovable...capable... Lisa...lovable...capable. I am Missy...I—I—"

Missy sobs. She sobs so hard she gasps for breath. Glabe speaks softly: "You don't believe you're lovable, do you, Missy?"

More sobs.

Janet—the dropout who graduated and who now helps Glabe with the younger girls—moves to Missy's side: "You *are* lovable. You'll see. You'll see."

Janet gently touches Missy's cheek: "You'll see. We'll help you learn you're lovable."

—Carl Luty

Resources

Tacoma's Council on Child Sexual Abuse offers a series of age-appropriate Personal Safety Curriculums for grades K-12; a training manual for all who work with children (**Child Sexual Abuse: A Collaborative Approach to Prevention and Treatment**); brochures for parents and other caretakers (including "**Would You Know if Your Child Were Being Molested?**"); a children's book (**Trust Your Feelings**); and two video cassettes. For further information, write the Council, 20002 Schuster Parkway, Suite 103, Tacoma, WA 98402; or call 206-593-6624.

Computers

Should high schools teach computer programming—or just work to make students computer literate? The debate rages on. But at Brick Township (N.J.) High School, math and business teachers who teach everything from business applications of the computer to advanced programming have already decided: Their students will graduate with advanced programming skills. The teachers' rationale? The district already requires middle schools to teach a five-week computer literacy course. Programming is the next logical step. The Brick Township math and business teachers, pictured at right, also find that computer programming trains students to be methodical, precise thinkers—just the proficiencies Brick Township desires.

Brick Township High School has been in the computer business for more than 20 years—long enough to have seen a major evolution in computer equipment and operational efficiency.

The school's foray into computers began back in 1963, when the business department used federal funds for vocational education to buy keypunch machines and a sorter. By 1969, Brick Township had added a terminal with an on-line link to the mainframe computer at nearby Ocean County College. Each day teachers would transport keypunch cards to the college for processing, and Brick Township High became the first school in the area to be able to teach programming.

As technology leaped ahead, Brick Township realized that spending $15,000 annually for computer time at the college was no longer cost effective. In the 1982-83, school year Brick Township began purchasing its first microcomputers (which now total 32) with local funding. With those micros, it began to offer programming courses to some 200 students a semester.

The Brick Township computer program has proven enormously successful, notes math department supervisor Robert Holmes (right), in large part because of the staff's ability "to jump in and try new things."

In 1982, for instance, the Educational Testing Service came out with an Advanced Placement test in the computer language PASCAL. Brick Township High was able to set up a year-long course to teach PASCAL that started last September—a typical example of teacher initiative at work. "The success of the program is 98 percent due to

Jim Graham

Jim Graham

classroom teachers," says former math department supervisor Ronald Zink (above), currently assistant principal at Lake Riviera Middle School. "They've shown a willingness to keep their skills up to date, either through working in industry or by pursuing advanced degrees."

There are no textbooks for most of the programming classes at Brick Township High. Teachers lecture once every seven or eight days on essential topics, review students' notes with them, and then students work on their programs, either at classroom terminals or at their desks.

This individualized learning approach makes teachers *facilitators*. Students know that teachers are there to help them, and that help usually takes the form of hinting at how students can discover the answers they seek—by themselves.

"Some people think it's essential to have a terminal for each student, but we get along fine with one for every two students," says teacher Ray Bukowski. "We find that if students can spend half the period on the terminal and half the time at their seats, doing problem solving, that's about the right mix."

Teachers agree that students really need the computer only when they have a typing task to perform. If they're at the terminal all period, they're less likely to spend sufficient time problem solving or debugging the program.

"After all, programming is a thinking course," Bukowski adds. "We're teaching thinking skills as much as anything else."

The math department offers computer programming I, II, and III and Advanced Placement programming (PASCAL) as electives. The business department offers data processing with emphasis on the business uses of microcomputers.

FORTRAN is the first language students learn in high school. Teachers believe that FORTRAN exposes students to the rigors and precision of computer language far better than the more forgiving BASIC. Later, by computer programming III, students work extensively with machine language application routines.

It's not just academically inclined high school students who gravitate toward the computer courses, Brick Township teachers emphasize. In 1983, Ray Bukowski made a computer literacy course available after school hours to students with special needs. He saw it change their whole outlook toward school.

"This past year," notes Bukowski, "they came up to me and asked when they were going to get computer time."

What does it take to create an ideal computer learning program?

"There has to be a certain amount of risk taking," contends Robert Holmes. "We've always been renegades. We've gone our own way right from the start. We've been willing to make mistakes in the interest of progress."

What will the future hold for Brick Township's computer program?

"I predict that a course in computer literacy, programming, or both will be mandated as a requirement for high school graduation in New Jersey within the next five years," adds teacher Bill Campomenosi.

Beyond that, teachers want to see a broader offering of courses. The math department has discussed adding a second year of PASCAL on data structures and an independent study course for the most advanced students.

"The program will continue to adapt to our students' needs," notes Campomenosi. "After all, we're in the business for them." —*Vicky Lytle*

Resources

An Apple for the Teacher: Fundamentals of Instructional Computing. George Culp and Herbert Nickles. Brooks/Cole, 1983.

Data Structures for Personal Computers. Yedidyah Langsam, Moshe Augestein and Aaron M. Tenenbaum. Prentice-Hall, 1985.

Introduction to Data Structures. Bhagat Singh. and Thomas Naps. West Publishing, 1985.

Problem Solving and Structured Programming in FORTRAN. 2nd edition. Frank L. Friedman and Elliot B. Koffman. Addison-Wesley, 1981.

Understanding FORTRAN 77 with Structured Problem Solving. Michel Boillot. West Publishing, 1984.

NEA's Educational Computer Service offers a thorough review and evaluation of the latest software available in The Yellow Book of Computer Products for Education. *Annual subscriptions, including supplement and periodic price bulletins, may be ordered for $30 each—or for the special discount rate of six subscriptions for $100—from the NEA Educational Computer Service, P.O. Box 70267, Washington, DC 20088, or by phoning toll-free 800/NEA-NEA7.*

Vocational Education

Students from the Industry Related Cluster in the Phoenix Union High School District's vocational program are proud of the house on the right—as well they should be. It's a house they're building themselves under the watchful eyes of faculty members—several are pictured here—who carefully supervise the students' masonry, electrical, and carpentry work. The house is just one success story these Arizona vocational ed teachers are writing in welding shops, auto service bays—and in other on-site locations like this one.

In September, a new vocational campus—Metro Tech Vocational Institute—will open in Phoenix. At the core of the new institution will be faculty and programs from Metro Tech's predecessor—the Area Vocational Center (AVC). Voc ed has flourished in Phoenix since 1935.

Metro Tech Vocational Institute will offer more than half again as many programs as AVC, including major new ones in tourism. Most AVC programs will continue with equipment upgraded to state-of-the-art. Faculty in the Industry Related Cluster—perhaps the heart of traditional vocational education—couldn't be happier about their future.

They say the new school will solve a basic problem high school voc ed has always had in Phoenix—lack of visibility. It will also tackle the corollary problem—underrecruitment of students.

Visibility will come because the new school will have its own campus (AVC didn't; it shared a campus with an academic high school), and because it has an open design like a shopping mall. As Cluster manager George Marchessault points out, customers and prospective students—and parents—will not only see the new buildings, they'll be able to use them, too. They can walk in, get their hair cut, have a Napoleon from the pastry shop.

With a more visible voc ed program, prospective students will anticipate requirements and make sure they're able to meet them. Explains carpentry teacher Ron Butler, "ninth graders will stop flunking subjects required for graduation. They'll know they can't go to the new school unless they pass." Phoenix vocational students go as tenth, eleventh, and twelfth graders from their comprehensive high schools for half a day of vocational instruction. Butler continues: "In the past, juniors and seniors who failed required courses ended up staying on their own campuses to make them up. Arizona's recent increase in required math and science credits has exacerbated this problem."

Industrial teachers think voc ed ultimately should get 60 percent of Phoenix high school students—the proportion who don't attend four-year colleges—instead of the 10 percent they got last year.

They think they should get some of the college-bound students, too. Welding instructor Chuck Fuller recalls one such student who saw the value of voc ed: "He learned welding from me and used it to finance his college and then his medical education."

A new 60,000 square-foot building scheduled to open in December 1986 will enable the Industry Related Cluster to expand its offerings. Students will be able to work on RVs, trucks, and diesel engines as well as on cars. New plumbing and sheet metalwork programs will prepare them for the area's active construction industry, and cross-training in all the trades will lead to yet another new specialty—building and grounds maintenance. The Phoenix area has lots of transients, so much of the new construction is in apartment complexes.

Through its AVC inheritance, the new school will also be in a pedagogical vanguard—pioneering compe-

tency-based education to ensure that instruction is uniform for all students.

Since 1980-81, curriculum specialist Sue Dorsey has been helping vocational instructors write course outlines according to a standard competency-based format. For each course, they identify every skill or competency they teach and write down exactly how they teach it. Then for every competency—for example, using specialized measuring tools—each instructor prepares a Learning Activity Packet, or LAP. The LAP includes detailed specifications about what the student needs to know, as well as test-like criteria for determining whether he or she knows it to a satisfactory degree.

Students get copies of each LAP. Some can go through them on their own, others need instruction. In either case no one gets lost in the shuffle. By the end of the 1985-86 school year, every vocational program in Arizona must be competency-based (so also must every academic course required for graduation by the end of 1986-87).

As is the case in vocational education generally, the Industry Related Cluster can change curriculum quickly—more quickly, instructors think, than is possible in most academic disciplines. Welding teacher George Formanek explains why: "We aren't dependent on texts for keeping up-to-date. Because we train students for real occupations, our advisory councils from local industry and unions tell us when and how we should change the curriculum."

The Industry Related Cluster is off then to another good start. Not only does it have the latest hardware, it also has in place processes for finding out what it should be doing—continuously, not just one time—and translating that into effective instructional programs.

—Nancy R. Needham

Resources

Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation. Curtis R. Finch and John R. Crunkilton. Allyn & Bacon, 1979.

Two national sources for information on competency-based vocational education:

Open Entries. The Center for Instructional Development and Services. Florida State University, Stone Building, Tallahassee, FL 32306. Quarterly, $5.

Outcomes. Network for Outcome-Based Schools. Far West Laboratory, San Francisco, Calif. Quarterly. Individual membership, $25; institutional membership (4 copies, specify addresses), $90. Write checks to the Network, c/o Johnson City Central School District, 666 Reynolds Rd., Johnson City, NY 13790.

Sample Learning Activity Packets (LAPs). Send preaddressed 9″x12″ envelope to Dr. Kathryn Back, Principal, Vocational High School, 1900 West Thomas Rd., Phoenix, AZ 85015.

Don B. Stevenson

Performing Arts

In at least some commmunities across the United States, support for performing arts in the school curriculum is waning. Increasing emphasis on the "basics" has moved the arts to a secondary position in the school curriculum. Not so in West Hartford, an upper-middle class suburb of Connecticut's capital city. All students in the district's 10 elementary and three middle schools are required to take one of the performing arts, and a substantial number of students—say the performing arts faculty pictured at right—elect to take one or more performing arts courses at the district's two high schools. One West Hartford school, the King Phillip Middle School, recently won a $10,000 Rockefeller Foundation award in recognition of its superior arts education program.

The secret behind West Hartford's nationally recognized performing arts program is teachers' insistence on performance, performance, and more performance.

"Performance is an end," notes Hall High School concert jazz band instructor Bill Stanley. "When our students are communicating in an aesthetic way with an audience, it's the culmination of all that practice and rehearsal. It's a strong motivator."

An awesome international concert schedule—as many as 60 concerts a year for one music teacher—keeps faculty on a pleasantly whirlwind schedule. Students have performed at sites as varied as a Salvation Army Rehabilitation Center and BBC Television. Drama teachers may schedule as many as 18 performances of three different shows a year.

"When I came to West Hartford, I was not performance-oriented," recalls Conard High School drama instructor Emmett Casey. "Then I discovered kids wanted to perform. They weren't interested in courses that provided merely a series of theatre games."

But performance in and of itself doesn't necessarily qualify an arts program as superior. The quality of the performance—be it a Vivaldi concerto or *My Fair Lady*—has to be first-rate.

"The final product is measured by professional standards because we try to gauge our work not by what other schools are doing but by what's being done on Broadway, or in Europe," Stanley notes.

Teachers find their efforts supported by a community tradition of valuing quality in the arts. Teachers set high expectations for students, students strive to meet those expectations, and the audiences have come to expect nothing but the best.

The public has become so accustomed to high standards that when Hall High School staged a production of "Pops 'n Jazz" with an 8,000-pound mobile platform on stage, the audience didn't think twice about the professionalism of the technology.

Students in West Hartford have learned to value the arts because their parents do, and teachers have an absolute mandate from the community to pursue excellence.

Obviously, the strong parent support in West Hartford has stemmed the back-to-basics-cut-the-arts fervor that plagues other districts.

"When students enter into a situation that requires lots of time, effort, dedication, teamwork, and loyalty, and you structure the situation for students to to succeed, you're teaching positive values that you couldn't begin to teach elsewhere in the curriculum," asserts music and drama teacher Haig Shahverdian. "We teach the importance of discipline. Students learn to persevere—to work toward a tangible goal."

The district's coordinator for the fine and performing arts, Van Ftergiotis, says the performing arts develop in students a self-discipline and *stick-to-itiveness* that adds dimension to their lives—whether they chose careers in medicine, law, or computer programming.

And West Hartford hasn't lost sight of the non-performers either. For example, middle school students can opt for a special section of the music

department known as Audio-Technical Theatre. Students who have shown an interest in this area have the opportunity to learn about set design, lighting, and sound production. Their work, though mostly behind the scenes, provides the technical qualities so important to any of the performing arts productions.

West Hartford students begin their performing arts careers young and continue them through the district's sequential program. As early as first grade, students may be asked to dramatize a poem for a school assembly, and, by fourth grade, they're auditioning for the elementary school orchestra. It's not uncommon for a fourth grader to consult high school teachers about the best preparation for earning a place in the high school orchestra.

"There's close cooperation between all levels, so no one feels he or she's working in a vacuum," observes Sallie Ferrebee, a K-8 curriculum specialist and one of the former conductors of the Inter-El Festival, the culminating performance activity for elementary school students.

West Hartford takes an interdisciplinary approach to performance. It's not unusual to find classes in English, social studies, or science selecting events from their subject areas for adaptation to a musical or play.

Eighth grade social studies teacher Kathy Leahy teaches history through arts by having students reenact, for instance, the Salem witchcraft and the Amistad trials. In English, units on speech, propaganda, and the art of persuasion lend themselves to the production of videotaped commercials and other forms of advertising art.

Performing arts teachers find themselves consulting with teachers in other subject areas on staging and choral techniques. How do they cope with these extra demands on an already hectic schedule?

"We're a bit compulsive," one teacher admits. "Whether we're working with a student in a social studies or science class or coaching one of our students on a violin solo, we feel a compulsion to make him or her perform just right today."

—Vicky Lytle

Resources

Acting: First Six Lessons. Richard Boleslavsky. Theatre Arts Books, 1982.

Design for Arts in Education. (magazine) Heldref Publications, Washington, DC 20016.

How to Design and Teach a Successful School String and Orchestra Program. Jacquelyn A. Dillon, Casimer B. Kriechbaum, Jr. Kjos West/Neill A. Kjos Jr. Publisher, San Diego, CA, 1978.

Music Educators Journal. Music Educators National Conference. Reston, VA 22091.

The Recording Studio Handbook. John M. Woram. ELAR Publishing, 1982.

Scene Design and Stage Lighting. W. Oren Parker and Harvey K. Smith. Holt, Rhinehart. 1974.

Scenery for the Theatre. Harold Burris-Meyer and Edward C. Cole. Little Brown and Co, 1971.

Sound Recording. Second Edition. John Eargle. Van Nos Reinhold, 1980.

The Suzuki Violinist. William Starr. Kingston Ellis Press, 1974.

Theatre Backstage from A to Z. Warren C. Loundsdury. University of Washington Press, Seattle, WA, 1981.

Home Economics

Teaching home economics means teaching survival skills, say the five members (pictured below) of Santa Fe (New Mexico) High School's Home Economics Department. Managing the home and fulfilling family commitments are more complicated and demanding than ever before, and boys as well as girls are interested in learning the skills home economics offers.

In secondary schools around the country, home economics is under attack as an educational "frill"—a waste of taxpayers' dollars and students' time. But at Santa Fe High School, the days of "stitching and stewing" are long gone. The home economics curriculum is designed to meet the emerging needs of today's students and the Santa Fe community.

In addition to traditional home ec classes, Santa Fe students run a preschool for youngsters from the community, operate a self-sustaining bakery, and land and hold jobs in the tourist industry—the mainstay of the city's economy.

Santa Fe High, grades 9-12, is the city's only public high school. It has three campuses: the regular high school (2,200 students); the Vocational-Technical High School (480 students); and Sierra Vista High, an alternative school for 180 students. Home economics classes are offered at all three.

"Home economics—and home ec teachers—have been stereotyped. People still come to me asking for help with their knitting," says Aileen Garcia with a chuckle. "I have to tell them the truth—I don't know how to knit.

"Home ec has always been about basic survival skills for the home and family," adds Garcia, a 17-year teaching veteran who's New Mexico's 1985 Home Economics Teacher of the Year. "But homes and families have changed. Look at the statistics: one out of five children live with a single parent. Over 50 percent of the labor force is female. We're constantly revising our curriculum to meet our students' changing needs."

Santa Fe's preschool education class, which Garcia now teaches at the Vo-Tech School, was started in the early 1970s.

"Our community really needed this class," explains Mary Helen Kelty, who's taught home economics in Santa Fe for 14 years. "We saw a desperate need to train students in proper child care methods that they could use as future parents—and as professionals."

Students in Garcia's preschool education class start by studying child development theory, then get on-the-job training in community nursery schools.

"Our own preschool starts the first week in November," Garcia notes. "It's strictly a practical approach. We believe students learn most by actually running their own school. My students do all the planning, preparation, and teaching."

Santa Fe's preschool program has proven remarkably successful. "We have a waiting list each year of youngsters whose parents want them to attend," adds Garcia.

"Child rearing—and the responsibilities of family life—are one of our focuses," says Bernadette Apodaca, another Santa Fe High home ec teacher. "We deal with these topics

in a number of classes, and we emphasize family relationships and the commitment families entail.

"This is a traditional concern of home economics," she adds, "but one we think is particularly important today when the family unit is in transition. Our students learn about their future families—and they develop a better understanding of their relationships with their own parents."

"Home economics is about survival skills," says Kelty. "No matter what people do in life, they have to know the basics of money management and nutrition, how to buy food and prepare meals, purchase and maintain clothes, and develop healthy relationships with others.

"A lot of people think the skills we teach should be learned at home," notes Kelty, "but it's just not happening."

The Santa Fe teachers firmly believe that home ec skills are not solely the province of girls. They've worked hard—and successfully—to attract boys to their classes. Their foods classes are often at least 50 percent male.

"Teenagers are aware of changing sex roles," says home ec teacher Liz Pacheco. "Boys are often my best students—eager to learn basic living skills."

To attract boys to sewing classes, Kelty developed a class in "Clothing for Athletes" that became a pilot course for other schools in the state.

"Students in the class construct their own sporting clothes," explains Kelty. "The classes are usually at least 50 percent boys—and they bring their girlfriends' clothes in to repair in a reversal of what usually happens in sewing classes."

The home ec department at Santa Fe stresses hands-on, practical learning—and community involvement.

"Students in our class on the family plan a wedding and how to set up a new home," says Pacheco. "We have bank representatives come in to explain different kinds of accounts and loans. We visit the local hospital's labor and delivery rooms and nurseries."

The school's bakery classes, adds Pacheco, are self-sustaining. "The students sell their baked goods at 'Demon Delight,' a coffee shop they operate for the school staff," she explains. "They also take orders from the staff and community businesses."

"Hospitality Co-Op" is a home ec class for juniors and seniors on Santa Fe High's main campus.

"Tourism is the major industry here," explains home ec teacher Nora Lavato. "The class is designed to introduce students to skills needed for work in hotels, restaurants, art galleries, and museums.

"Students prepare their resumes, go on interviews, and work in paying jobs for credit," she explains. "The teacher lines up the openings—but all students have to land their own jobs. They develop skills for future jobs and learn about the major business of this community."

Mary Helen Kelty is currently developing a curriculum for a class on computers in home economics.

"Computers in the home are part of everyone's future, and they should be used for more than games," she says. "Those of us who believe home economics is an important part of preparing students for life need to constantly look at the future—and how to prepare our students to live in it."

—Heidi Steffens

Tony O'Brien/Picture Group

Resources

Butterick Sewing series and Look and Cook series. Butterick, N.Y., N.Y.

Contemporary Living. Textbook. Goodheart, Wilcox. South Holland, IL.

Exploring Careers in Hospitality. Teaching resource kit. McKnight Publishing, Bloomington, IL.

March of Dimes films on parenting and contemporary living. Available from local March of Dimes.

The Parent's Handbook: Systematic Training for Effective Parenting (STEP). Don Dinkmeyer and Gary McKay. American Guidance Service. Circle Pines, MN.

Santa Fe Public Schools Home Economics Curriculum Guide. Revised Edition. Santa Fe Public Schools, 610 Alta Vista, Santa Fe, NM 87501.

Foreign Languages

Understanding world events is important for today's students—and tomorrow's leaders. To build that understanding, the Northfield Township High School District #225 created the Glenbrook Academy of International Studies, which operates at both Glenbrook North and South High Schools in the Chicago suburbs of Northbrook and Glenview. This new and imaginative program uses an interdisciplinary, global perspective to teach foreign languages, social studies, and English.

At the four-year-old Glenbrook Academy of International Studies, as students and faculty like to put it, "The adventure begins anew every September."

The Glenbrook educational adventure isn't for everyone. Of Glenbrook North and South High Schools' 4,500 student body, only 102 of the most gifted students study in the Academy. The first 21 students to complete the rigorous four-year International Studies program graduated only last spring.

The selection process for the Academy's faculty, most of whom are pictured at right, is just as rigorous. The teamwork the school's curriculum demands is not unlike the diplomacy required in the international arena.

"We have to practice what we preach," says Rob Adams, co-director of the Academy, and social studies department chair at Glenbrook South. "The success of our program requires *detente* and *rapprochement* among social studies, foreign language, and English faculty: all the strategies that nations use to facilitate cooperation are found in microcosm here."

"You learn to work together," says French teacher Mary Sharp. "One teacher says 'I'm thinking about teaching this,' and you say—'Wait, I can complement your efforts by teaching that.'"

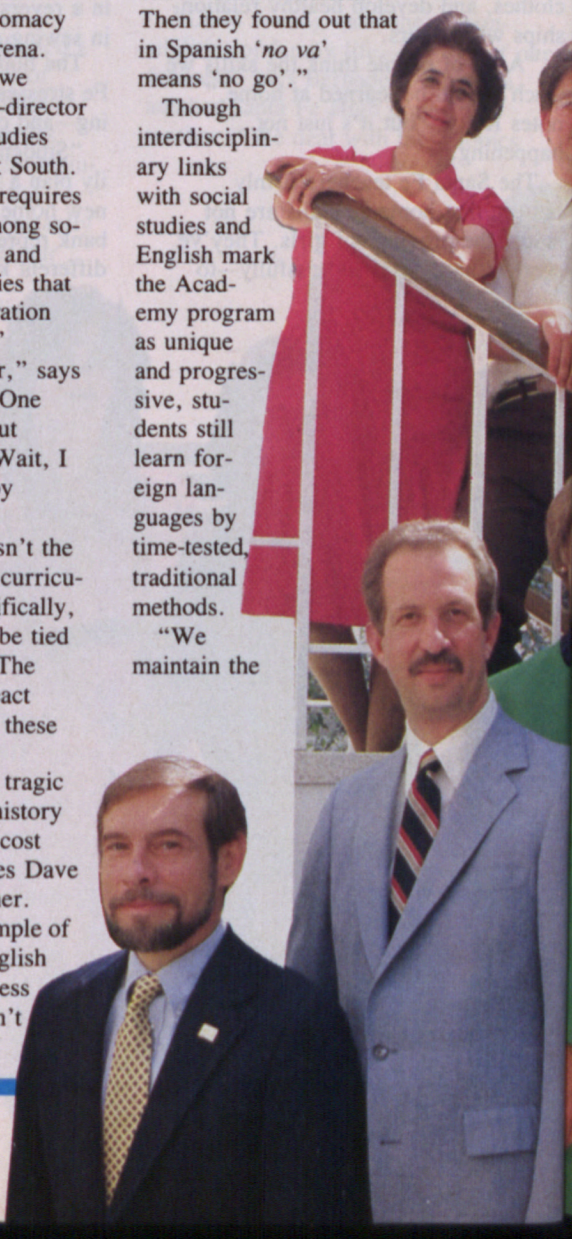
Why the global approach? Isn't the more formal, more traditional curriculum design just as good? Specifically, why should foreign languages be tied to social studies and English? The Glenbrook Academy faculty react strongly, even passionately, to these issues.

"There have been too many tragic examples in recent American history where ignorance, frankly, has cost this country a great deal," notes Dave Pasquini, a social studies teacher.

"There's that wonderful example of the Chevrolet Nova," adds English teacher Karen Kuehner. "Business people wondered why it wouldn't sell in Latin America. Then they found out that in Spanish '*no va*' means 'no go'."

Though interdisciplinary links with social studies and English mark the Academy program as unique and progressive, students still learn foreign languages by time-tested, traditional methods.

"We maintain the



classic academic approach, emphasizing the four basic skills: reading, listening, writing and speaking," notes Dennis Gilliam, co-director of the Academy and a German teacher at Glenbrook North. "But today's world increasingly calls for putting greater emphasis on communicative competency, which simply means speaking the language.

"So in addition to the full academic approach—learning verb endings, vocabulary, and the rest—we give special attention to the practical, real-world applications of foreign language study," Gilliam emphasizes.

"We hope each class will have the opportunity to visit the country whose language they've studied," notes Russian teacher Jill Linn. "Once there, we want them to use the language not only to carry on everyday conversation but to discuss literary and political topics as well."

Each entering Academy class concentrates on one foreign language. So far, in the four-year history of the program, those languages have been German, French, Spanish, and Russian. Two years of a minor language are recommended, as well.

Students spend three periods out of a nine-period day attending Academy classes: two periods are spent in a combined English/social studies class that's led by teams composed of teachers from each discipline. The third period, 45 minutes, is set aside for foreign language study. The rest of the day, Academy students attend regular classes in their respective schools.

The Academy curriculum departs notably from the traditional high school course schedule. First-year students, for instance, explore the cultures of Western world civilizations, along with one major foreign language.

"The traditional first-year survey of Western civilization, which would very likely reinforce unduly narrow cultural outlooks, has been postponed," Gilliam notes. "We want students to develop a broad view of the world from the start."

Second-year students concentrate on American history and culture—and, again, another year of their major foreign language. The focus of the third year is Europe's global past and present. In the fourth year, students pursue independent research and writing.

By the end of the four-year program, students are expected to have developed higher order analytical skills that can be applied to understanding global situations.

"The goal of education is supposed to be the integration of knowledge," notes Academy English teacher Karen Kuehner. "And yet high schools eternally perpetuate the segmentation and compartmentalization of knowledge. That can make teachers a little too protective of their subject areas. It's not unusual to hear a teacher say, 'That's my area, why is that history teacher talking about literature?'"

Adds Kuehner: "If this program begins to suggest to youngsters that putting things together—the act of synthesizing knowledge—is the measure of an educated person, then we will have accomplished a great deal."

—Ed Gonzalez

Jim DePree

Resources

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Physical Education

Except for those we now call the physically gifted, who can forget the pain of being the last one chosen for a game in the schoolyard? That's the sort of childhood memory that can sometimes discourage physical activity for a lifetime. Things don't have to be that way, say physical education teachers of the Denver public schools —five of whom are pictured at right. They've helped design a program that puts the emphasis on participation, not competition.

Thump, thump, thump. The pounding of the bass drum marks out a disco beat that drives the morning's aerobics class.

But these dancers aren't the stereotypical young women in dance tights. They're a mix of elementary school youngsters at Denver's Holm Elementary School, working out to their own fitness routines.

"Aerobics is very individualized," says Holm physical education teacher Fern Oliner. "Four or five years ago, you really didn't hear of aerobics for elementary school kids. There was more of an emphasis, at the elementary level, on team sports."

Oliner brought aerobics to her elementary school to give every student a chance to profit from physical fitness activity.

"The nice thing about aerobics is that you work at your own pace," Oliner emphasizes. "If you can barely do one push-up while somebody else does 10, hey, that's okay, you did the one."

In some school districts across the United States, the demand for more rigorous academic coursework is shoving physical education to the backburner. But Denver teachers and administrators are working hard to give physical education the attention it needs. The school system has moved to increase the number of total hours its students spend in physical education classes.

And those new hours are spent on programs that meet the needs of individual children. Wellness for individual youngsters has become a prime goal of the physical education program.

Let kids taste success, contend Denver teachers, and you whet children's appetites for physical activity and reduce the turn-off to phys ed that afflicts so many kids.

"When you get into competition, you have winners and losers, and that cuts back the number of participants,"

John Sunderland /PHOTOSTAFF Inc.

says Nancy Ashford, physical education teacher at Denver's West High School. "Not that life isn't winning and losing, but I think we're finding we would rather have students participate and be involved."

"It's important to make it fun for the kids," adds physical education teacher Ned Modica. "If everyone succeeds to some degree maybe they'll find their own recipe for physical fitness."

The new emphasis on individually tailored physical education has come at a perfect time. Adults may be flocking to health clubs and jogging paths as part of the fitness boom, but, according to recent studies, the nation's children are growing flabby.

One national study released last fall by U.S. Office of Disease Prevention and Health Promotion looked at 8,800 children 10 to 18 years old and found:

► youngsters are generally fatter today than children in the mid-1960s.

► children's heart-lung fitness lags behind that of most middle-aged joggers.

► fewer than half the nation's youngsters stay physically active through the winter.

► few are learning to pursue activities that will promote a lifetime of physical fitness.

To combat problems like these, the Denver schools now require physical education every day for 25 minutes at the elementary level. In the system's middle schools, physical education is taken every day for one year, although many students take it for both years.

Starting this fall, at the high school level, students will be taking physical education two times a week, then three times a week on alternate semesters through all four years.

The best physical education, Denver teachers note, teaches life-long exercise habits. Developing these habits can also help schools reach problem students.

"Most of these problem students have the attitude: 'I don't care about myself,'" says Marcus Walker, a physical education teacher at the school system's Alternative Learning Center. "This attitude shows in what they do to themselves on a daily basis. Most of the kids we get are kids who have been expelled for smoking, drinking, or drugs.

"The whole idea," Walker emphasizes, "is to get these students to feel good. If you feel good about yourself, you're going to start producing. All of a sudden, you're doing homework, you're actually participating in the classroom."

The key to developing life-long health habits is to expose children early in life to regular physical activity. And it helps, say the Denver teachers, if parents set an example by establishing good diet and exercise habits of their own.

"Physical education at the elementary level is so important," Nancy Ashford notes. "Negative attitudes toward physical education surface at the high school level, but the real causes are rooted in the early years."

"Physical fitness should be a personal, individualized challenge for each person," Ned Modica notes. "We're all challenged differently by whatever we do. The running boom has pointed out that anyone can go and enter a race, no matter what your ability. It doesn't matter whether you're riding in a wheelchair or whether you're one of the elite runners in the world. Everyone can start and finish at the same lines. And what your time is between those two lines really isn't important. You've challenged yourself by working to train for the event and finishing it."

That's the life-long attitude Denver physical education teachers and administrators are working to build into their system's new approach to student fitness.

—Ed Gonzalez

Resources

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Health

The late John Knowles, a seminal figure in the wellness movement, long ago observed that more than 99 percent of all Americans are born healthy and are made sick as a result of personal behavior. The people responsible for the success of the Muscogee County elementary school health program, seven of whom are pictured at right, have taken dead aim at this grisly statistic. Their goal is to prepare young students for a life free from self-generated illness.

If you're like most of us, your first trip through the cafeteria at Beallwood Elementary School in Columbus, Georgia, is disturbing, perhaps even a bit disorienting. Walking through the lunch line, you first notice that there's no chocolate milk, no place to buy a soda, that the menu is heavy on vegetables (none of which have a sauce), and then—Good Grief—that instead of the usual dessert offerings (cake, pastries, *something* for the chocolate addict), there's an assortment of fresh fruit.

More surprises await you when you plunk yourself down at a table. No salt, no pepper. And yes, there is no sugar.

What kind of place is this? A place, quite simply, where cafeteria staff cooperate fully with faculty who have a strong commitment to H.I.P.—the Muscogee County School District's Health Improvement Program.

H.I.P. was launched in 1979, then rigorously pilot tested until 1984. This fall, the program becomes a required part of the instructional program at all 38 Muscogee County public elementary schools.

Sandy Denham serves as a health resources teacher for the Muscogee district. During the school year, he's "on loan" to several of Muscogee's elementary schools and helps regular classroom teachers adjust to and become comfortable with the health curriculum. Denham notes that saturating the instructional program with health information and health-related issues is essential, but not in itself adequate.

"We need," says Denham, "to grant health a central place in the curriculum—no doubt about it. But we want to make health conscientiousness a part of students' lives 24 hours a day. That's why we seek the support of lunch room workers, parents, and community organizations like the Columbus Track Club. Students have to learn that attaining optimal health—and *staying* healthy—requires more than a part-time commitment or a half-hearted effort."

Lynn Rowe, a fourth grade teacher at Waddell Elementary School, has taken Denham's philosophy to heart. She regularly invites her students—usually following a study unit on health—to join her after school to go jogging. Typically, four or five students show up at her home, and some become Rowe's regular running mates.

"Our K-6 students," says Rowe, "spend an average of two hours each week on such topics as nutrition, human growth and development, home and school safety, emotional health, community health. We've got to reinforce those lessons, and the best way to do that is to practice what we preach."

Part of what the Columbus elementary teachers preach is the unity—the tight interdependence—of mind and body. Or, as Frank Fuller puts it, "We have to remember that we're teaching children, *not* minds."

Fuller, a social studies teacher at Forrest Road Elementary School, now introduces students to innovative physical education activities that target the development of coordination, endurance, cardiovascular fitness, and upper

Ken Krakow

body strength. Fuller is convinced that the real payoff for the time he spends with students on the playground comes in the classroom.

"You see the effects of adequate exercise almost immediately," says Fuller. "There's no way you can overestimate the impact of H.I.P. on the social skills, discipline, and academic performance of young students."

Fuller also coaches Forrest Road's noncompetitive track and gymnastics teams.

Why aren't the teams competitive? Lisa Roberts, a health resources teacher whose background is in physical education, explains that Muscogee's Health Improvement Program emphasizes the importance of play in human development.

"I think that one of the things that makes our program unique is the focus on cooperation rather than competition," says Roberts. "Students compete against *themselves*, not against each other and not against some arbitrary definition of excellence."

H.I.P. introduces students to the ideals of self-evaluation, self-correction, and self-improvement. Students struggle against their own limitations. Fifth grade students who complete a mile run in eight minutes, for example, aren't told that that's a bad time. But they are told that improvement is possible—and not just as the result of more running. The lesson comes full circle: teachers remind students that healthful food is the body's fuel—*and* that a steady diet of Doritos and cola leads to a lot of stalling.

NEA member Bertha McKay, principal at Beallwood Elementary, notes that the habit of self-evaluation serves students well in other endeavors.

"There's a definite carry-over to students' academic work," says McKay. "I think the biggest difference we see is in their motivation. And they're more concerned about improving previous grades than they are about getting a better grade than the child next to them."

Both McKay and Carolyn Hemmings, a fourth grader teacher at Gentian Elementary School in Columbus, are convinced that H.I.P. would be stronger and more effective if every school had a full-time physical education teacher.

"But," says Hemmings, "we have to keep accentuating the positive. Many districts that face funding difficulties comparable to ours would have given up on the program. We want P.E. teachers in every school, of course. But their absence is no excuse for inaction."

Inaction is the last thing you'll find in Muscogee County's elementary schools. Instead you'll see Sandy Denham carting food from the cafeteria to test it for protein and carbohydrate content in the science lab. You'll see Lynn Rowe and Carolyn Hemmings running in a five kilometer race to benefit the local chapter of the American Cancer Society. And you'll see Frank Fuller instructing youngsters in the basics of tennis.

You'll also see students beginning to yank themselves out of habits that would condemn them to lives of self-generated illness. That's a reassuring sight. And a reason for gratitude—which is precisely what so many of Muscogee County's young people feel.

Jacqueline Childs, a fifth grade science teacher at Reese Road Elementary School, asked her students for written comments about H.I.P. Among the responses: "I eat less food. And better food. And *I like it!* Thank you, H.I.P."

—Carl Luty

Resources

For information on the Muscogee County Health Improvement Program, write to H.I.P., Claflin Instructional Center, 1532 5th Ave., Columbus, GA 31901, Attn. Elizabeth Thornton.

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Writing

For the kindergarten through second grade students at the 450-student Marvin B. Smith Elementary School in suburban Burlington, North Carolina, writing is a joy, not a job. Students at Smith Elementary are learning to master a lifelong skill—the ability to express themselves—unencumbered by obstacles that often inhibit youthful ventures into the writing process. What's made the difference is a faculty committed to the notion that students at a very young age want to write—and can—if given the right mix of motivation and tools. Pictured at right are six of the school's teachers and principal Barbara Tew.

Look into any classroom at Smith Elementary and you'll probably see youngsters writing. Or editing their writing. Or illustrating their writing.

Writing is what Smith is all about. If you need proof, walk through any of the school's immaculate hallways. Samples of student composition and poetry—brightly illustrated—decorate every inch of wall space. The young writers are proud of their works, but not content to stand back and admire them. They strive to improve their efforts even as they're on display. Early in the morning, before class, you can see the youngsters standing on tiptoes, making corrections, replacing original versions with newly developed ones.

The key to their enthusiasm is an innovative method of teaching writing that builds on the uninhibited personalities of five-year-olds. After just a few weeks of school, and some exposure to the traditional alphabet, kindergartners at Smith Elementary sit on tiny chairs before computer terminals that both instruct and let them practice typing and reading words.

The youngsters learn to write by converting the sounds they already speak—the 42 phonemes of the English language—into symbols they can put on paper. By sounding out words and spelling them phonetically, most youngsters, after only six weeks of instruction, are writing words, sentences, and short stories that they, their classmates, teachers, and families can read.

"You should see their joy when this happens," reports kindergarten teacher Connie Moorefield. "Spelling phonetically removes the fear of failure, and they're totally uninhibited about writing." That zest for writing stays with Smith students.

Learning proceeds at an individual pace. Teachers or teacher aides observe and help the students each step of the way, and no students are pushed ahead before they're ready. A typical class, in fact, has students at several different achievement levels.

The children reinforce their learning in several ways. They might shape modeling clay into letters to form newly learned words, match words to illustrations, or color and paste pictures of words. Or they might don headphones, turn on a cassette tape recorder, and follow along in a book as the story is read on tape.

Seeing words in a storybook while hearing them read on tape helps acquaint the children with correct spelling. In most cases, children in this program learn to spell sooner and better than students taught by more conventional methods.

First grade teacher Betty Coley explains: "The children pick up spelling from their reading, which is at a higher level than that of most first

graders because of their extensive writing experience, their familiarity with words, and their ability to sound them out.

"In fact," she adds, "I had to change the way I'd used preprimers for many years because these students could already read the simple words that these preprimers contained."

Coley's first graders write extensively. To demonstrate their knowledge of punctuation, for instance, they write out their own questions and statements rather than mark preprinted sentences. Then they correct one another's work using editing symbols. They also make up language exercises and math problems for one another.

"You have to ask yourself how you can make the resources come from the children themselves, rather than give them prepared materials to work with," observes Coley. "Here our best resource is a blank piece of paper. Writing is a treat for these youngsters—and reading their writing is a treat for me."

Nancy Hooper, who teaches second graders, agrees.

"These students write delightful stories and make up complex questions about them for other students to answer," she notes. "Then they check the answers. They know how to use a dictionary and a children's encyclopedia."

Youngsters who've been through the Smith Elementary program can usually be found laboring over drawings to go with their stories. Coley notes that they have definite mental images about what they've written.

"Students who haven't been taught this way lack such images," says Coley. "When asked to illustrate their written works, they often hesitate or else they copy what a textbook artist has done. My first graders just forge ahead. They have more self confidence."

The Smith program offers many side benefits. Learning resource teacher Cornelia Yates, who works with handicapped youngsters, credits the use of the computer keyboard with liberating many of her charges.

"For a child who has trouble holding a pencil, just making a letter is a chore," she notes. "Having the option of writing on a keyboard frees this child from such physical limitations."

Youngsters with speech deficiencies are getting help earlier because the program—in which students pronounce words to themselves as they write them—points up such problems. Teachers better understand their students as they reveal their thoughts and fears in their writing.

Transfer students who were taught by different methods at their previous schools are phased into the program gradually.

"Because they're not accustomed to spelling words phonetically, their writing isn't as expressive. With time, though, they usually catch up to their classmates and become enthusiastic writers," says Coley.

How is the program at Smith Elementary affecting the school system? Smith teachers feel that when current second graders—the first class to have gone through the program—reach fourth grade, the city will have to reevaluate its current writing program.

"Some of our second graders write better than our fifth graders," comments principal and Association member Barbara Tew. "Yet they're not gifted and come from a variety of backgrounds."

The explanation? The Smith Elementary approach to writing in the early grades works.

—Diane Dismuke

Nancy J. Pierce

Resources

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Social Studies

The social studies, the six members of Moscow (Idaho) High School's Social Studies Department contend, need structure and better organization. That's why the teachers, pictured below, are moving toward a topical approach to social studies. They emphasize the continuity of historical issues and the importance of student involvement in learning. They also stress the teaching of essential thinking and communication skills. "Our job is to provide our students with an awareness of their world," says one Moscow teacher, "and the skills to understand and reach independent opinions on issues."

Critics call it the discipline that lacks discipline—a jumble of history, government, geography, sociology, psychology, and economics courses. When talk turns high school curriculum reform, the focus is on tougher requirements in mathematics, English, and science. Social studies is conspicuous by its absence.

The teachers in Moscow, Idaho, are working to end the jumble and bring order—and excitement—to social studies.

"Our department and our school district are a microcosm of what's happening nationally in social studies," says Stan Smith, who teaches world history and psychology.

"Social studies teachers are faced with an exponential increase in the amount of information to be covered—and no systematic approach. Within our department, we're developing a topical approach to organize the material."

"The traditional approach to high school history is chronological," notes world and U.S. history teacher Dargan Marr. "Texts are still written this way. You start with ancient history and try to get to the 20th century by June—or start with the Mayflower and try to get through World War II.

"One problem with the chronological approach," he adds, "is that you always end up giving short shrift to recent history. Another is that it doesn't provide any continuity—it doesn't provide kids with a framework for looking at historical developments."

The topical approach being adopted at Moscow seeks to resolve these problems. "We found that our students knew a lot about the American Revolution and Civil War," explains U.S. and world history teacher Mary Blanton, "but little about the issues and events in today's world. We're addressing this by changing our emphasis, reorganizing the social studies curriculum, and using the topical approach to trace the development of issues over time."

"We want to stress that the history of our country is part of a larger historical process—not something that occurred in a vacuum," says Bill Frye who teaches U.S. history and government.

"When our young people graduate," Frye continues, "we want them to understand that the U.S. is not by

itself in the world—that there are some 154 other nations that influence us, and we them."

"When you teach chronologically," says U.S. history and government teacher Bob Weisel, "you finish with Reconstruction and Jim Crow and essentially drop what happened to Blacks in this country until you get to the 1960s. What about the intervening 100 years? The topical approach demonstrates historical development."

"You can, for example, start with the textbook chapter on Reconstruction," explains Frye, "then show "They Called Her Moses," the film on Harriet Tubman. You can go on from there to Booker T. Washington, W.E.B. DuBois, George Washington Carver—and come all the way up through Martin Luther King, Jr. and Jesse Jackson and the 1984 election."

"Or you can take it in another direction," interjects Marr. "From Reconstruction and Tubman, you can move to showing excerpts from "Roots," discuss the slave trade and Africa. You can take it in a world, national, or sociological direction. The point is to demonstrate historical continuity. The issues don't just appear at one historical juncture and then get buried for 50 or 100 years."

"That demonstration of continuity—of the relationship between history and the present—is a vital aspect of the topical approach," notes Blanton. "Just north of here, in Haydon Lake, is a fanatical right-wing hate group called the Aryan Nation Church. When we study the Klu Klux Klan and Jim Crow, or Hitler and Stalin, we also talk about the Aryan Nation Church. My students are going to know that racial hatred isn't just history, and it isn't limited to the South or to other countries. They're going to see the continuity and the immediacy of it in their lives and their world today."

"Mary brings up an important point—the emphasis we give to involving our kids in the learning process and exposing them to different experiences," says Weisel. "We're a diverse group. Bill and Mary have both travelled extensively, Stan's a lay preacher, Adriaan's from the Netherlands and has taught in Indonesia. We all draw on our experiences in our classrooms.

"Half the door-knocking in Moscow is done by our kids," Weisel notes. "Both parties call me for volunteers. I'm a Republican precinct committeeperson, but I leave it entirely to the students to decide if they want to volunteer and for whom. The crucial thing is to develop informed, involved adults by exposing our students to what's out there and how they can play a role."

Bringing cohesion and continuity to the social studies curriculum, developing the relationships between the stuff of history and today, and involving kids in the learning process. The Moscow High teachers are defining excellence in the vast field of social studies.

"We know we can't possibly cover all the subject matter included under the social studies rubric," concludes Stan Smith. "So we're focusing on the *process*. We're making sure our students learn to think, to analyze, to write, and to speak. If we can teach them those essential skills and an awareness of the world we live in, we'll know we've restored social studies to its rightful place in the curriculum—and done a good job for our students and the country."

—Heidi Steffens

Adele Hodde

Resources

Book of the States. Council of State Governments, 444 N. Capitol St., Washington, DC 20001.

Congressional Quarterly Weekly Report. 1414 22nd St., N.W., Washington, DC 20037.

The Shaping of the Western World. Commercial videotapes. Learning Corporation of America, 1350 Avenue of the Americas, NY, NY 10019.

Social Issues Resource Series. Series of articles on current issues. Social Issues Resource Series, P.O. Box 2507, Boca Raton, FL 33432.

Literature

Creve Coeur, Missouri, a middle-to-upper-middle class suburb of St. Louis, offers all the predictable metropolitan distractions: bustling video arcades, accessible part-time employment, and nearby major league baseball. But the 17-member English faculty at Parkway North High, pictured below, is working to counter those diversions by offering students an imaginative, "experiential" form of literary learning. "A lot of kids care about literature, but when they come to write about it you'd never know it," the teachers observe. So they stopped requiring only the standard literary essay. And literature offerings for the school's 1,700 students have grown more interesting ever since.

Parkway North High has all but abandoned the traditional critical approach to teaching literature, in favor of techniques that lead today's video-age students toward an appreciation of good literature.

The school's English teaching team has adopted methods that encourage students to experience a given literary work and then initially react to that experience, either verbally or in writing. This experiential approach is one that other schools around the country have also begun to use.

"In the past we've been guilty of studying a literary piece and having students write informationally, rather than experientially, on it," notes Jerry Phillips, a creative writing teacher. "This was often confusing to kids, because the personal experience they got from the literature may not have translated into the sort of analytical expression we used to require of students."

Parkway North has chosen to teach literature and writing as separate disciplines. All students must complete one semester of literature and one semester of writing each year in order to graduate. In both courses, students are asked to express themselves through writing personal and informational forms of composition.

"We began to see the injustice of basing a student's entire grade on whether he or she was glib and could play the game the right way," says literature teacher Jeanne Eichhorn. "Many times those grades violated our sense of who was the most sensitive and aware student in the class, if that student couldn't write in an articulate, critical way."

How does this revisionist approach work in a typical literature class?

"We try to teach literature as an experience," explains department chair Lawrence Moceri. "We start out by relating the literary work directly to the student."

Bill Stover

In teaching a standard piece such as John Steinbeck's *The Pearl*, for instance, literature teacher Rosemarie Stocky begins by asking ninth graders to imagine they've won a million-dollar lottery. They discuss how the sudden windfall would change their lives.

Through the school's receipt of a National Humanities Faculty grant in 1983, the department worked with leading university literary scholars such as Benjamin DeMott and Elizabeth Jones. These scholars largely agree that yesterday's method of literary criticism—focusing on form and genre-related analysis—isn't an adequate gauge of student response. They've reinforced the Parkway faculty's conviction that understanding an author's intent by placing the reader within the experience of a piece of literature is superior to dryly dissecting the elements of a work.

But that's not to say Parkway North has completely abandoned the traditional form of literary analysis. Particularly in the junior and senior grades, students are still called upon to examine elements of form and cultural underpinnings of a work. Nor do teachers at any level tolerate completely free-form, fly-by-the-seat-of-the-pants discussions.

So how do faculty members who use an experiential approach gauge a student's response?

"For me, an eloquent and informed response comes when students know and understand why they like or don't like a piece," explains Moceri. "Students have to be able to support their comments by going back to the text and showing how a given phrase is meant to be read," he contends.

"I had my students read the *History of Plymouth Plantation* and write letters as though they were sailors or Puritans," says advanced composition teacher Barbara Osburg. "Many of them could eloquently transfer their own experiences and enter the minds of these characters from another century."

The English department also has applied the "less is more" theory to its offerings. By having students focus on the most important soliloquy or the central passage of a work, they're sparking discussions on authors' central ideas and making sure those ideas aren't lost in the traditional literature teacher's zeal to cover a given number of books in a semester. Parkway North faculty figure that if they can expose their students to six books a semester, while focusing on in-depth concepts, they're making headway.

They also reject the notion that they must assign "relevant," contemporary fiction if they want to stimulate their students' interest. The faculty's experiential technique can make any good solid literature "relevant."

"I can make *The Scarlet Letter* meaningful to students by discussing ostracism, and what it's like for a person to feel apart from other people. Students don't have to have gone through Hester Prynn's particular experience to feel that," notes communications specialist Constance Berra.

This emphasis on assigning only solid literary works has helped Parkway English faculty to view themselves as purveyors of culture to students in today's "here-and-now" society.

"Many students, especially those who are focusing on science and math, are culture-starved," says senior literature teacher Tom Wehling. "The ideas of Shakespeare or those found in *Beowulf* are timeless. But it's up to us to design the kind of prereading discussions to make those ideas relevant."

—*Vicky Lytle*

Resources

The Humanities: Cultural Roots and Continuities. Volumes I and II. Mary Ann Frese Witt, et al. D.C. Heath and Company, 1980.

The New Strategy of Style. Winston Weathers and Otis Winchester. McGraw-Hill, 1978.

"Writing About Literature." Susan Brisman. unpublished monograph. Inquiries to S. Brisman, Vassar College, Poughkeepsie, NY 12601.

Industrial Arts

Industrial Arts is in a unique position to prepare today's students for the world of tomorrow—with a hands-on, problem-solving approach to education. Malcolm Lindquist, right, and Fred Knapp, below, argue that the current trend of reducing industrial arts departments—or making them more vocational—is a mistake. They, along with a part-time electronics teacher, comprise the industrial arts department at Mercer Island High located just east of Seattle, Wash.

"All students—no matter what their abilities and aspirations—should have a good concept of how industry functions," says Malcolm Lindquist. "We study history to gain a better understanding of today's world. The same is true of industry. The more we understand how industry functions and what it produces, the more comfortable we'll be with ourselves and all the products of industry that surround us in our daily lives."

Lindquist and colleague Fred Knapp stress that industrial arts—at least as practiced at Mercer Island—is not vocational education. "We don't provide job training," explains Knapp, "What we're about is providing knowledge and developing skills that are bound to prove helpful in life—no matter what field a student goes into."

Despite increasing class enrollment, Mercer Island's industrial arts department is facing a situation familiar to industrial arts teachers around the country—cutbacks in program and budget.

"Our program is being cut as part of the push for excellence," explains Lindquist. "Excellence is usually defined as *more* academics—more math, more science, more English—and less industrial arts. I think that's a mistake. Industrial arts not only opens the door to understanding about industry—it teaches basic problem-solving skills and their application. It provides kids with knowledge of—and a sense of control over—their environment."

"We start from the premise that the major purchases in most people's lives are their homes and cars," says Knapp. "In auto mechanics and wookshop, we're teaching the basic principles of these major investments—and we're teaching problem solving in a hands-on approach. We're developing intelligent consumers who will be able to deal with their environments—not be frightened of them.

"Industrial arts classes are really problem-solving classes," Knapp continues. "Students take a problem—whether it's making a piece of furniture, repairing a small motor, or designing a kitchen. They analyze the problem and carry the task through to completion. They also learn to work together, ask questions of each other—and compensate for their weaknesses by using each other's strengths. They learn that teamwork isn't limited to athletics."

Lindquist recently received Western Washington University's first annual award for professional excellence in industrial arts. Before returning to the Seattle area four years ago, he worked for 11 years as an educator and administrator of education

Bruce Kellman

Bruce Kellman

programs overseas—for both the U.S. government and the United Nations. He stresses that too frequently industrial arts is the study of industry as it used to be—not as it is. For the past two years, he's been teaching a course he developed in CAD/Robotics—computer assisted design and computer-operated robots.

"The computer is fast becoming the cornerstone of industry," he says. "If we want to teach about industry, we have to teach about computers.

"Our CAD/Robotics class is designed to teach students the applications and basic principles of computers and robots—which are really computers as well. We're teaching students how drafting is done today—and will be done tomorrow. And we're making them feel comfortable around computers and robots."

Lindquist emphasizes that he isn't training students to go into drafting. He uses computers in drafting to introduce kids to the applications of computers in industry—and their use as a learning tool.

"The CAD/Robotics class is designed to open the door to the field of engineering—the world of mechanics," Lindquist explains. "It doesn't matter whether students enter or not. The point of industrial arts is to open the door."

Computers make drafting more understandable, more exact—and easier to teach. Lindquist finds he's able to cover the same material in about half the time. And student response has been enormous—enrollment in drafting at Mercer Island has more than tripled since the computers were introduced.

"We've really just scratched the surface of applications of computers in industrial arts," Lindquist says. "In woodshop, for example, kids could design a piece of furniture on a computer. Then they could set up the machine to interface with the computer and the machine could make the parts as instructed by the computer—and maybe a robot could even assemble the piece.

"We've got to move industrial arts into the late twentieth century," he concludes. "Not to train kids for jobs—but to introduce them to industry and the tools of living. To create a blend of current technology and the kind of hands-on learning where kids create things and see the practical application of the skills they're acquiring."

Lindquist and Knapp, who's been at Mercer Island for 22 years, urge serious reconsideration of the traditional division of the high school day into 45-minute segments.

"The hands-on, problem-solving approach that we use simply doesn't fit in a 55-minute class period," says Knapp. They also suggest a move toward interdisciplinary courses.

"Many of the divisions schools have used for so long simply don't work anymore," says Lindquist.

"Where does science end and electronics begin? Why not develop an interdisciplinary course in applied physics that deals with electronics, physics principles, and robots?

"A physics teacher who was at Mercer Island last year used to bring his classes to watch our plotter—the instrument that makes a drawing as instructed by the computer. Using the plotter we can demonstrate an application of the laws of physics—actually showing students what happens if the computer isn't programmed to slow the plotter down gradually and high inertial forces develop.

"That's just one example," Lindquist concludes. "We could develop courses that apply science principles to industry—where they're applied all the time in real life."

—Heidi Steffens

Resources

Imaginator I. Computer software program. Shelter Research Institute, 10442 Rackenwood Lane, Bainbridge Island, WA 98110.

Minn-Draft. Computer-aided drafting system. Dr. Donald R. Riley. Terak Corp., 14151 N. 76th St., Scottsdale, AZ 85260.

Plan and Print: The Magazine for Design and Reproduction Management. International Reprographic Association, P.O. Box 879, Franklin Park, IL 60131.

Robotics World: The International Magazine for Manufacturers and Users of Industrial Robots. Communication Channels, 6255 Barfield Rd., Atlanta, GA 30328.

Library Media

"Young children are so funny," laughs elementary school librarian Gerre Lee Shemark of Shawnee Mission, Kansas. "They actually come up to us and ask, 'Do you know any good books?'"

The 59 librarians in the Shawnee Mission Public Schools know plenty of good books and a lot more besides: good films and filmstrips, good video- and audiotapes, good computer cassettes. They share this knowledge with their district's 30,000 students and with their faculty colleagues as well. The result? School libraries that are truly a learning and teaching resource.

What does a school librarian do, circa 1985?

"Everything," say librarians in Shawnee Mission, Kansas, who emphasize that school librarians are increasingly *teaching* librarians. Most Shawnee Mission librarians started their school careers as classroom teachers.

School librarians, of course, have not always been teachers.

"Twenty years ago," notes Judy Woelfel from the Dorothy Moody School, "most elementary schools didn't even have librarians. And the librarians there were saw their role narrowly: they stayed in the library and circulated the books."

The catalyst for change in Shawnee Mission—and throughout the nation—has been federal aid, specifically Title II of the Elementary-Secondary Education Act of 1965. To get Title II funds, schools were required to have trained librarians.

Through Title II, librarians were able to buy a variety of materials in relatively large quantities. And, even though the federal pipeline has run dry, Sue Buckalew explains, "we have permanently adopted the new roles that first period of relative affluence made possible."

Shawnee Mission librarians are teachers in two ways: first, in weekly classes they directly teach information retrieval skills to all students.

"We even start second graders on the card catalog," Carolyn LaFever says.

Second, school librarians are the resource people for classroom teachers. In fact, teachers and librarians in Shawnee Mission function as a sort of teaching team. Teachers regularly pass librarians a note about what they plan to teach next—or just tell them in person. The librarians soon come up with a list of the relevant books, filmstrips, or computer programs in the district. (See "Resources" for how to order *Teachers + Librarians = Co-Designers of Curriculum*, a K-12 curriculum manual prepared by Kansas librarians.)

Shawnee Mission librarians are also book people, and they want to

help children enjoy reading. "The competition," as Judy Woelfel sees it, "comes less from television than from soccer, gymnastics, dancing, and other organized activities. We see the evidence in books kids return unread."

To demonstrate the benefits of print, Gerre Lee Shemark, librarian at Ray Marsh School, tries "to make children aware of choices in reading."

Explains Shemark: "I suggest lots of authors, titles, and types, and ask students to choose. Otherwise, they'll be like the boy who wanted only 'funny sports stories.'"

The Shawnee Mission elementary schools also host an annual visit by an author to widen children's reading horizons by giving them an in-depth look at individual writers and their work. These visits expose children to aspects of a book that go beyond the story it tells.

"The author visit doesn't just happen," explains Shemark, pictured below with other Shawnee Mission librarians who worked on the 1985 elementary author visit committee. "For an event that occurs in April, we start planning among ourselves in October. With the kids, you have to peak at the right time, so we start in January." (The Resource list also includes Shawnee Mission's author visit manual.)

Last January, participating librarians began to prepare for author Dean Hughes's April visit by pulling in copies of his books from other schools—an easy task, since every school library has a catalog of the district's complete holdings on microfiche. The cataloging process in Shawnee Mission has been computerized since 1968.

As the children started reading Dean Hughes's books, they also found they were busy with other class activities related to them, such as making little buckeye heads in art class to represent characters from *Millie Willenheimer and the Chestnut Corporation*.

"On the day of the visit," Shemark adds, "children are expected to interview the author. To provide a model of good questioning, we show them videotapes of previous author visits. We also use the *Meet the Newbery Authors* and other book talk-type filmstrips, which discuss such topics as writing style. And we thrash out ahead of time how they should ask delicate questions, such as how authors make money."

Shawnee Mission librarians have time to consult with teachers and actually read the books in their collections because student and especially adult volunteers do many of the everyday managerial tasks, like checking out books and shelving them.

"Some of us have 15 or 16 different adults helping at one time or another," says Carol Lehman. "They're are our best PR people."

The librarians also have time to compile booklists for teachers who want a read-aloud or summer reading list—or even a customized list for, say, five boys who don't like to read. And they have time for a uniquely Kansan activity: supervising the vote by students in grades 4-8 for the annual William Allen White Children's Book Award—the one book the children like best from a master list of recent titles. The 1985 winner is *The Land I Lost: Adventures of a Boy in Vietnam* by Huynh Quang Nhuong (Harper & Row, 1982). Kansas-NEA was instrumental in establishing the White Award in 1953, and the award dinner is always held in conjunction with K-NEA's annual meeting.

Ask these school librarians their criterion for success, and they'll tell you: "When the kids walk out the door already reading their books."

—Nancy R. Needham

Mark Hinojosa

Resources

Children and Young Adult Authors Handbook: Planning for a Hassle-Free Visit (for looseleaf binder). Department of Library Services, Shawnee Mission Public Schools. 48 pp. $2 postpaid.

Teachers + Librarians = A Manual of Curriculum Units Cooperatively Planned. Kansas Association of School Librarians, Elementary and Secondary Projects Committee, Beverly J. White, chairman. March 1981. 160 pp. $6 postpaid.

For both the above, write checks to Shawnee Mission Public Schools at Mohawk Instructional Center, Library Services, 6649 Lamar, Shawnee Mission, KS 66202.

Kansas State Reading Circle, 1985-86 Catalog. New children's and young adult titles recommended by K-NEA member librarians and teachers. Free. K-NEA Reading Circle, 715 W. 10th St., Topeka, KS 66612. Enclose SASE (6½" x 9½" with 88¢ postage).

William Allen White Children's Book Awards (WAWCBA). Cumulative winners' and current master lists, both free. Send SASE (#10) to WAWCBA, William Allen White Library, Emporia State University, Emporia KS 66801. For cumulative master list prepay WAWCBA $2.75.

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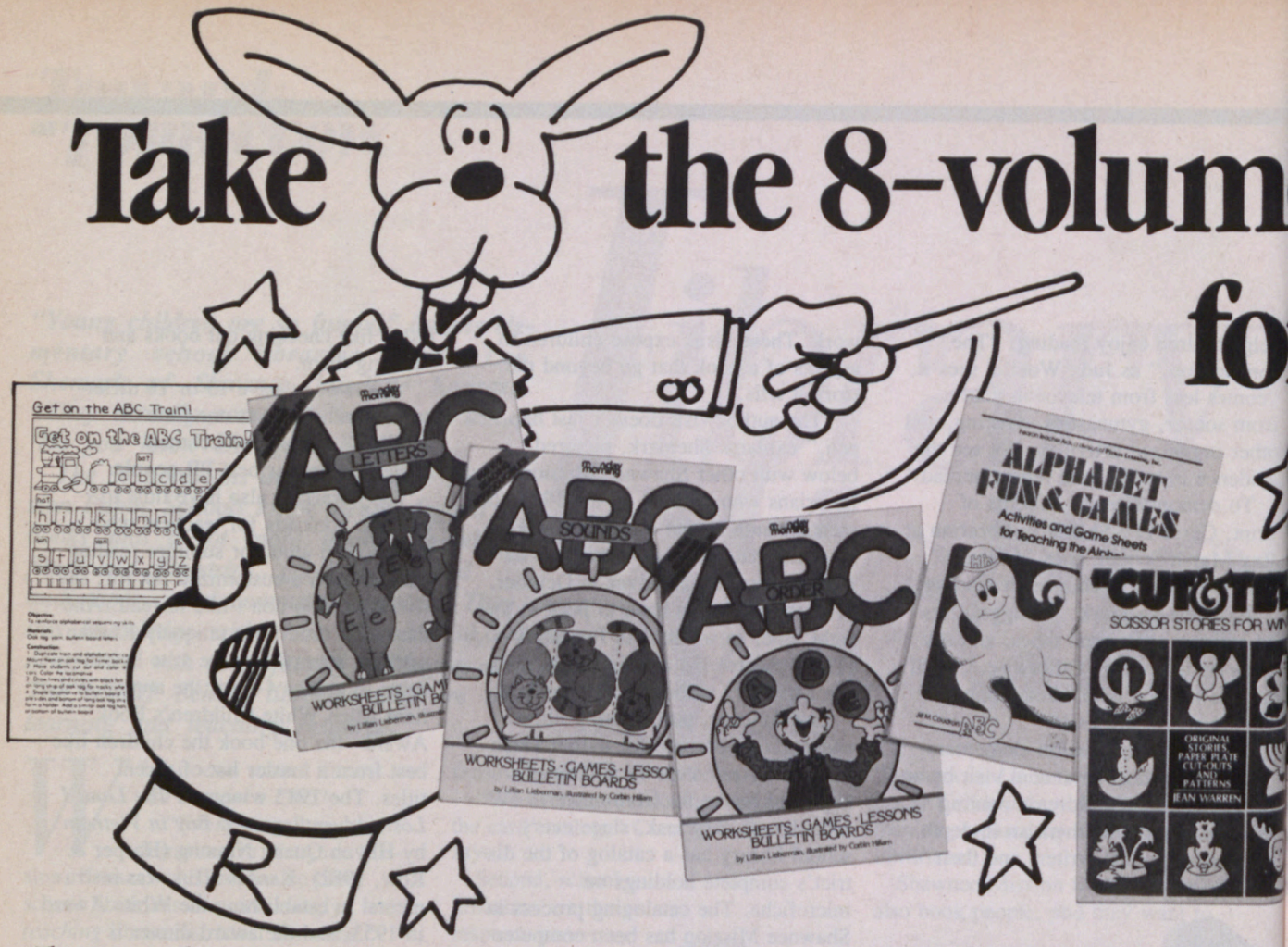

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4. ALPHABET FUN & GAMES: Activities and Game Sheets for Teaching the Alphabet. *Jill Coudron.* Completely reproducible as quality blackline masters, this book adds pizzazz to your teaching program. It's a veritable feast for letter recognition, sound concepts, visual discrimination, coordination, and basic phonics spiced with loads of fun. To top this, there are two reproducible worksheets for each letter—offering great games for small groups and reinforcing pre-reading skills. **Publisher's Price: $8.95.**

5., 6., 7. CUT & TELL: Scissor Stories for Winter, Spring, and Fall. *Jean Warren.* You get a total of 240 pages chockful of skillbuilding activities in all the main areas of early education—seasonally organized for Winter, Spring, and Fall.

Jean has created 24 seasonal stories and poems for your use. With each one, she gives you fully reproducible patterns that even the youngest children can successfully complete with a minimum of supervision.

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8. A-B-C, 1-2-3. *Sue Goldsmith.* A-B-C, 1-2-3 makes the basics an exciting part of home and school life. Activities and reading lists give you hundreds of ways to approach colors, shapes, numbers, opposites, vowels, consonants, and the alphabet. **Publisher's Price: $5.95.**

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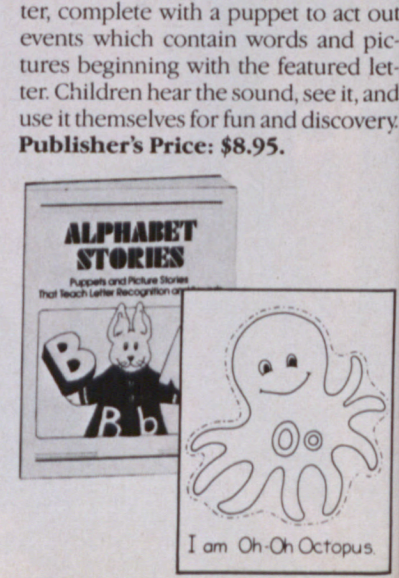

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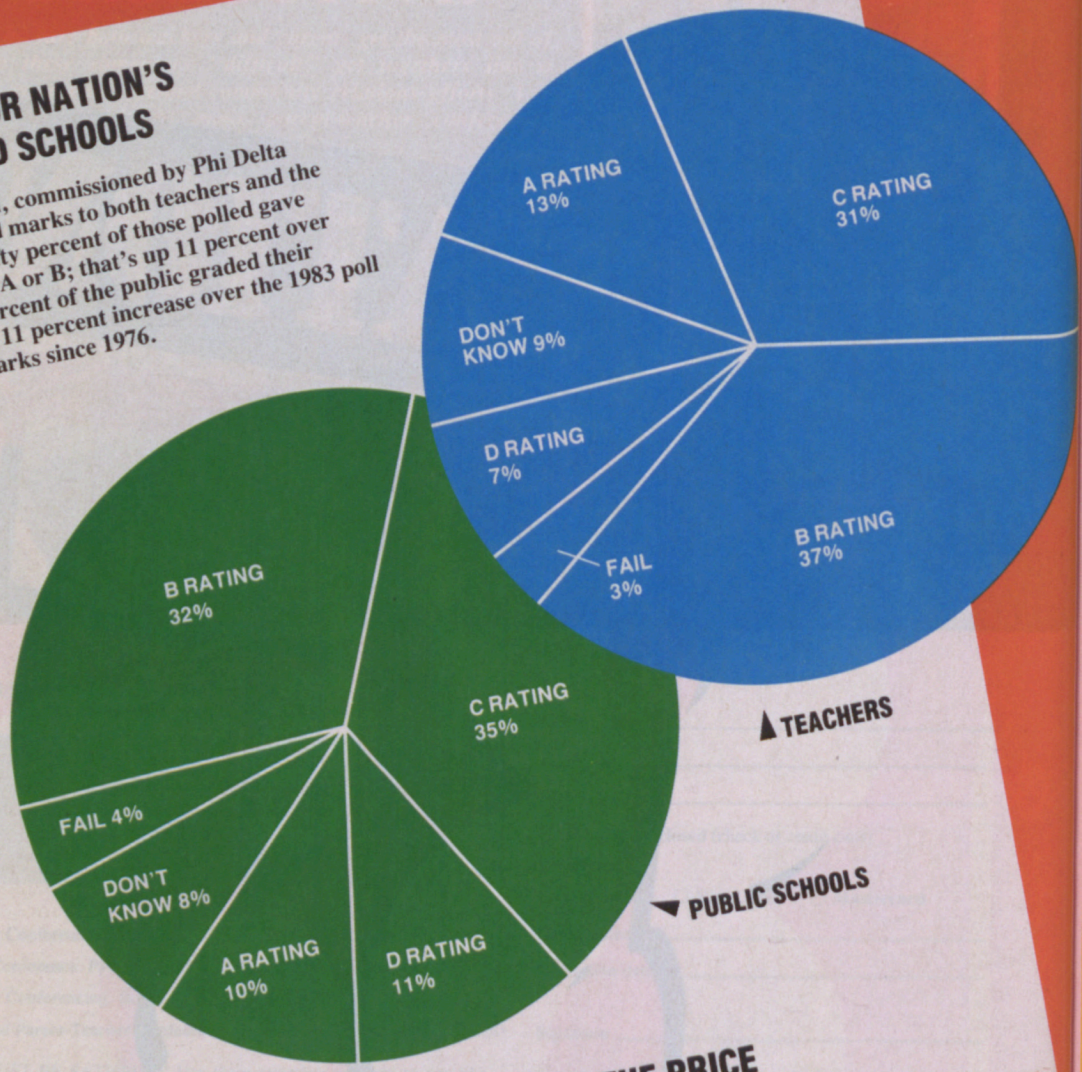
EDUCATION

85

THE YEAR IN REVIEW

RATINGS UP FOR NATION'S TEACHERS AND SCHOOLS

The 1984 Gallup Poll, commissioned by Phi Delta Kappa, awards good marks to both teachers and the nation's schools. Fifty percent of those polled gave teachers a grade of A or B; that's up 11 percent over 1981. Forty-two percent of the public graded their schools A or B, an 11 percent increase over the 1983 poll and the highest marks since 1976.



PAYING THE PRICE TO BE A TEACHER

ENGINEERING	$26,844
COMPUTERS	24,864
CHEMISTRY	23,192
OTHER	23,136
MATH/STATISTICS	22,416
ECONOMICS/FINANCE	20,484
ACCOUNTING	20,172
SALES AND MARKETING	19,620
BUSINESS ADMINISTRATION	19,416
LIBERAL ARTS	19,344
TEACHING	14,500

Hardly anyone disputes the fact that teacher salaries must increase in order to attract and keep quality educators. But there's still a great chasm between this sentiment and actual salaries. Northwestern University's Endicott Report cites the average beginning salaries offered to 1984 bachelor's degree recipients in nine academic disciplines. Those figures, plus NEA Research's estimated average starting salary for teachers (both shown at left), indicate the great disparity between beginning teacher salaries and those of comparable professions. Even the lowest salary cited—$19,344 for liberal arts graduates—surpasses the average for teachers by 33 percent.

STATES STILL MAJOR SOURCE OF SCHOOL FUNDS

For the seventh consecutive year, state government is the major source of revenue for public elementary and secondary schools, providing 49 percent of school revenue in 1984-85. The federal government's share of the school dollar dropped to 6.2 percent, down from a high of 9.2 percent just five years ago. At the same time, the local government share, which has declined steadily since 1974-75, accounted for 44.8 percent of the nation's school costs.

	PERCENT OF REVENUE		
	Federal	State	Local and Other
50 States and D.C.	**6.2**	**49.0**	**44.8**
New England	**5.3**	**39.4**	**55.2**
Connecticut	5.0	40.0	55.1
Maine	7.6	51.0	41.4
Massachusetts	5.5	42.5	51.9
New Hampshire	3.2	8.0	88.8
Rhode Island	4.1	36.8	59.0
Vermont	6.2	33.4	60.4
Mideast	**4.0**	**42.6**	**53.4**
Delaware	7.8	69.4	22.7
Dist. of Columbia	11.3	.....	88.7
Maryland	5.7	40.4	53.9
New Jersey	3.4	40.0	56.6
New York	4.0	43.1	52.9
Pennsylvania	3.2	45.4	51.4
Southeast	**9.2**	**56.2**	**34.6**
Alabama	11.9	72.4	15.6
Arkansas	11.0	59.2	29.8
Florida	7.2	53.5	39.3
Georgia	9.5	50.3	40.2
Kentucky	10.1	68.6	21.2
Louisiana	9.6	53.4	36.9
Mississippi	17.8	56.7	25.5
North Carolina	10.3	61.5	28.2
South Carolina	6.9	62.8	30.3
Tennessee	9.9	49.9	40.3
Virginia	6.9	44.6	48.5
West Virginia	9.1	63.6	27.3
Great Lakes	**5.1**	**40.0**	**54.9**
Illinois	6.7	37.6	55.7
Indiana	4.2	53.4	42.4
Michigan	4.2	33.9	61.9
Ohio	5.1	42.6	52.3
Wisconsin	3.9	39.5	56.7
Plains	**5.4**	**42.9**	**51.7**
Iowa	5.5	42.0	52.6
Kansas	4.6	45.1	50.4
Minnesota	4.1	51.9	44.0
Missouri	6.2	37.2	56.6
Nebraska	5.5	28.1	66.4
North Dakota	7.1	59.5	33.4
South Dakota	10.6	26.9	62.6
Southwest	**8.2**	**50.3**	**41.4**
Arizona	10.5	52.4	37.1
New Mexico	11.0	77.4	11.6
Oklahoma	7.4	61.4	31.2
Texas	7.8	45.6	46.6
Rocky Mountains	**5.2**	**45.0**	**49.8**
Colorado	3.9	40.2	55.9
Idaho	6.8	64.7	28.5
Montana	9.0	45.0	46.0
Utah	5.4	54.4	40.2
Wyoming	3.7	28.7	67.6
Far West	**6.4**	**65.2**	**28.4**
Alaska	2.9	73.4	23.6
California	6.8	67.1	26.1
Hawaii	8.9	90.8	.3
Nevada	4.0	39.5	56.5
Oregon	4.9	29.0	66.1
Washington	5.7	74.9	19.4

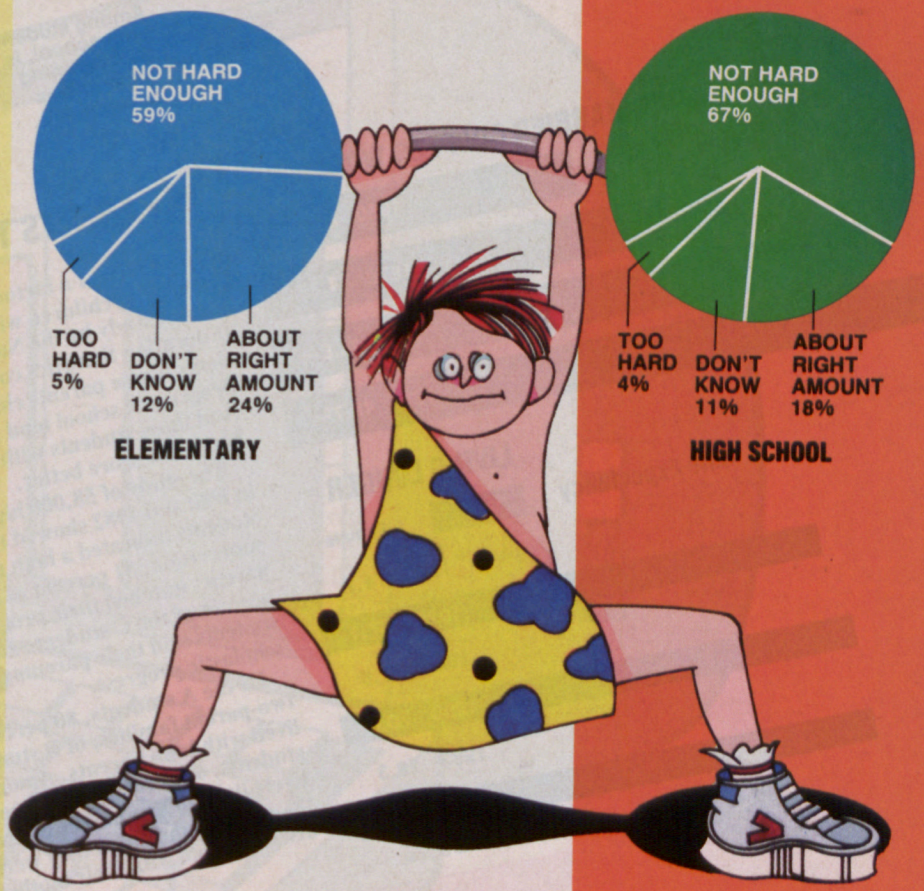
Source: NEA Research, *Estimates of School Statistics*

WATERED-DOWN BIOLOGY TEXTS

A new study of 18 biology textbooks used in the nation's high schools indicates that more than half of the texts fail to give adequate coverage to evolution and a sixth of them don't cover the subject at all. The study, commissioned by People for the American Way, says texts improved shortly after the time the Soviet Union launched Sputnik in 1957, but since the late 60's the quality of biology textbooks has declined drastically. The authors of the study did single out three excellent textbooks which they described as "doing an excellent job of covering evolutionary theory and the field of biology." They are *Biological Sciences: An Ecological Approach*, published by Houghton-Mifflin Co., *Biology* by Macmillan, and *Biology* by Addison-Wesley.

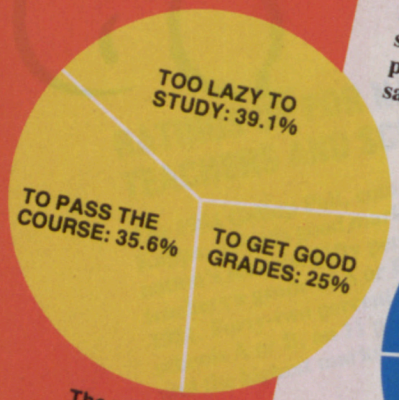
STUDENT BURDEN

Last year's Gallup poll on the public schools asked the public whether elementary and high school children were made to work too hard in school and on homework or not hard enough. Here's how they answered.

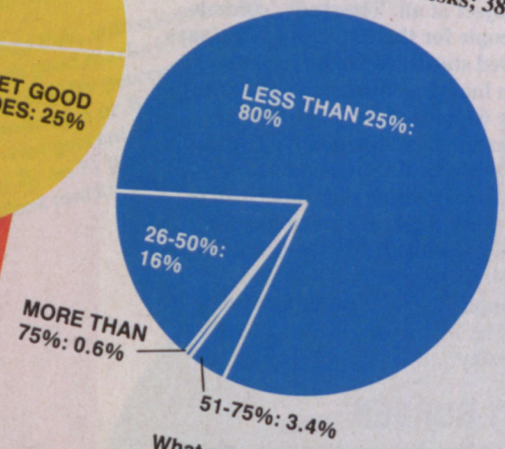


'HONEST, TEACHER, I DIDN'T CHEAT'

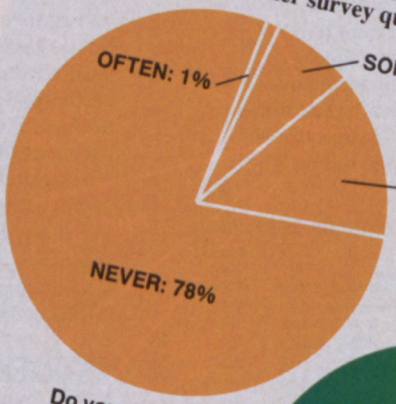
And most kids don't, according to a *Junior Scholastic* survey of some 5,000 junior high school students. Asked how teachers could prevent cheating, 65 percent of those polled said teachers should separate desks; 38 percent suggested giving different tests; 37 percent said students should be checked for answer sheets. Below is a sampling of responses to other survey questions.



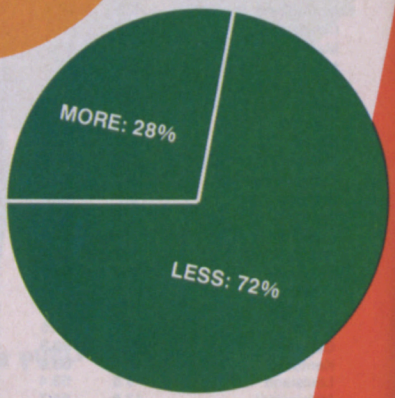
The main reason students cheat is:



What percentage of students in your class cheat on a regular basis?



Do you ever cheat on a quiz or test?

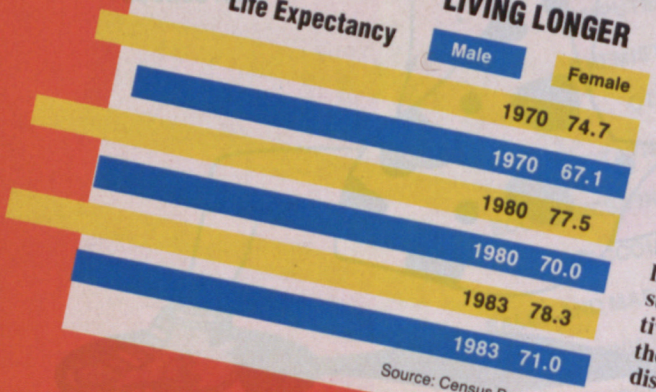


Among students in your school, is cheating becoming more or less acceptable?

MORE MARRIED COUPLES WORKING

LIVING LONGER

Life Expectancy



Source: Census Bureau

IN PARENTS THEY TRUST

How much of a factor is parental guidance in helping children with their education? A recent study by the National Center for Education Statistics concludes that those students whose parents closely monitor their progress at school tend to get higher grades. And those students with both parents in the home also score better.

The study of 58,000 high school students in 1980 and 1982 showed that 88 percent of A students indicated a high degree of parental supervision; 81 percent of B students said their parents watched their progress closely; 72 percent of the C students and 61 percent of D students said their parents oversaw their scholastic progress.

Of the A students, 80 percent came from two-parent families; of B students, 71 percent lived with both parents. Among C and D students, 64 percent and 60 percent respectively lived in two-parent households. All of the students indicated they were more likely to discuss school with their mothers.

BIG CITY PEOPLE: BIG ON EDUCATION

Of the nation's ten largest metropolitan areas, Washington, D.C., ranks highest in the percentages of adults 25 years and older who are college graduates, those with some college, and those with high school diplomas.

	College Graduates	Adults with Some College	High School Graduates
Washington, D.C.	32.5%	50.6%	79.9%
San Francisco	26.5	49.0	78.4
Boston	23.6	39.1	76.1
New York	20.7	33.9	63.6
Houston	20.5	38.9	68.5
Dallas-Fort Worth	19.1	38.4	68.9
Los Angeles	18.9	41.0	70.6
Philadelphia	17.4	29.6	65.6
Chicago	15.9	31.7	65.0
Detroit	14.2	30.0	66.6

Source: 1980 Census

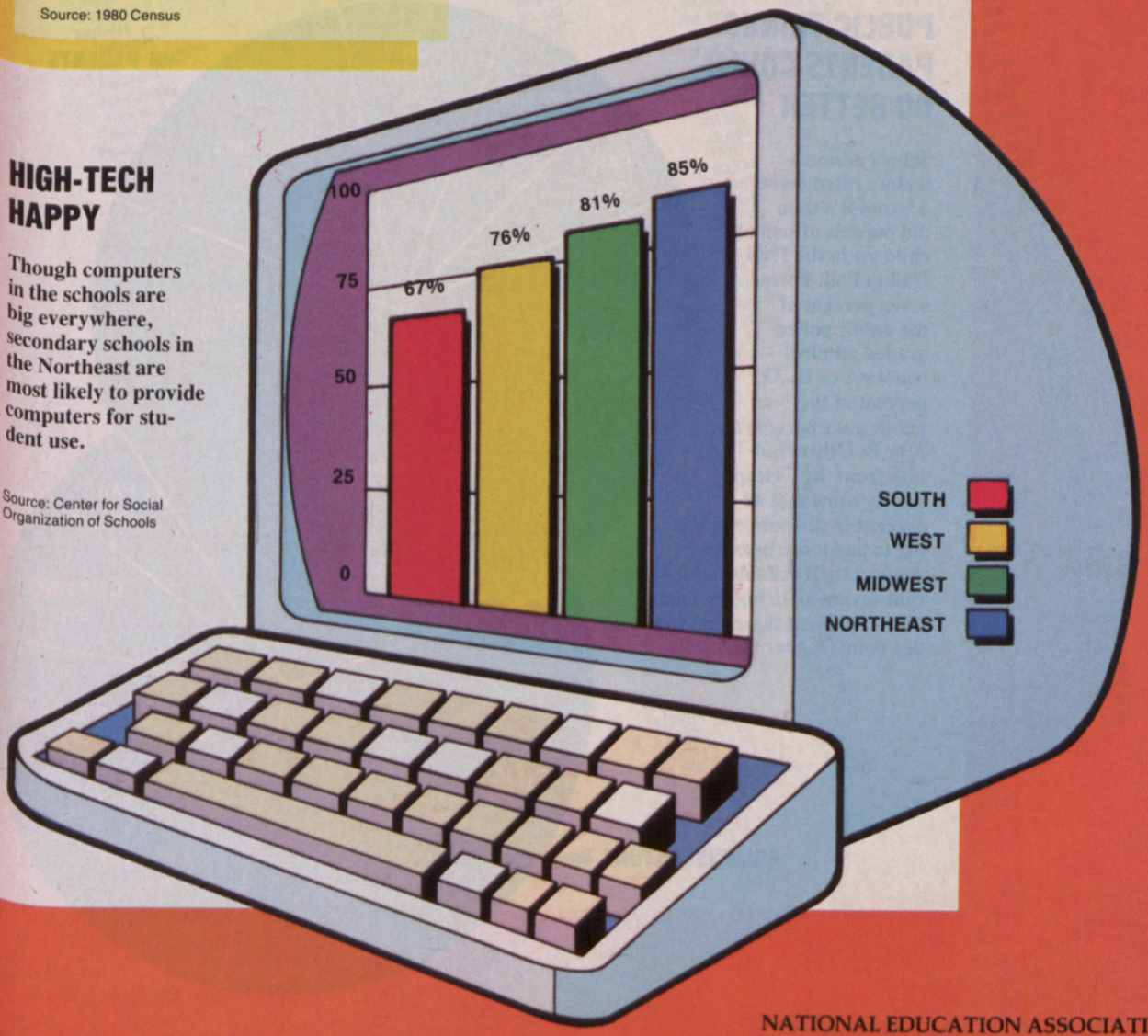
GAINERS, LOSERS

Oklahoma, Georgia, Florida, California, and Texas registered the greatest gains in population from 1980 to 1985, according to a survey by Dun & Bradstreet and the Census Bureau. Texas led all states with more than 2.1 million more people now than in 1980. The largest regional increase in population occurred in the West South Central region, which includes Arkansas, Louisiana, Oklahoma and Texas. The only region showing a loss of population was the East North Central, which includes Illinois, Michigan, Ohio, and Wisconsin.

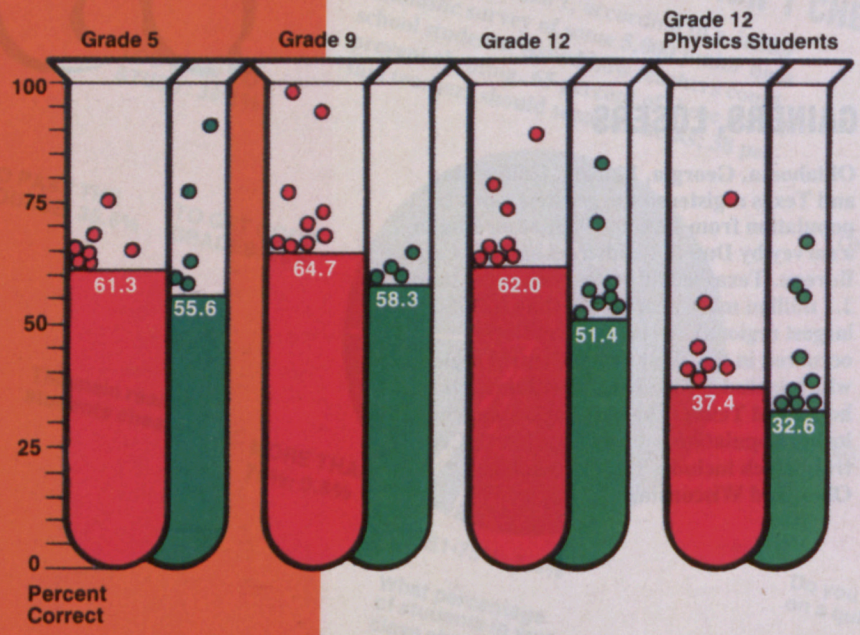
HIGH-TECH HAPPY

Though computers in the schools are big everywhere, secondary schools in the Northeast are most likely to provide computers for student use.

Source: Center for Social Organization of Schools



KNOWLEDGE UP; BOY–GIRL SCIENCE GAP STILL EXISTS



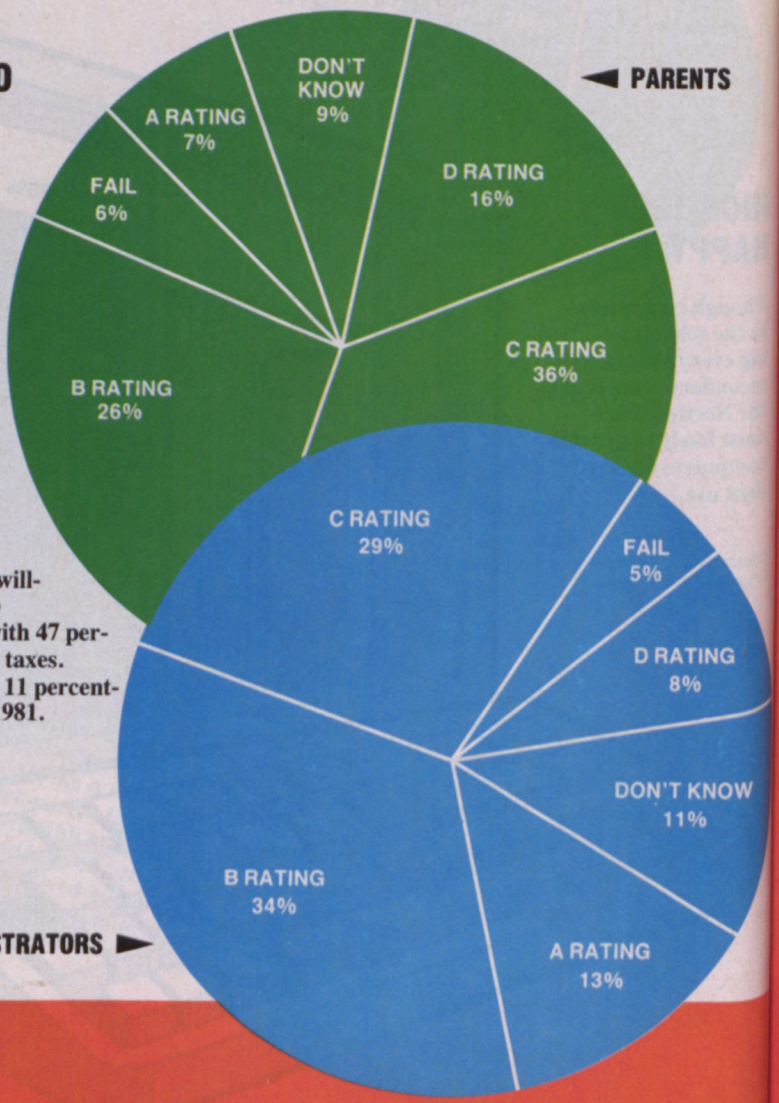
A new study suggests that U.S. students today—specifically fifth-, ninth-, and twelfth-graders—know more about biology and physical science, but less about space travel than students did 15 years ago.

As least as significant as that finding is another that still shows boys outscoring girls on their knowledge of science. These are the preliminary results of the Second International Science Study, a 1983 test of childrens' science skills in the U.S. and 24 foreign countries. Teachers College of Columbia University Professor Willard Jacobsen, the coordinator of the U.S. portion of the study, says the survey's overall findings indicate that the nation's science teachers "are doing something right" despite recent criticisms of U.S. education. The chart shows the percentages of correct answers for boys and girls.

Male Female

PUBLIC THINKS PARENTS COULD DO BETTER

School administrators rated more A's and B's than did parents of schoolchildren in the 1984 Gallup Poll. Forty-seven percent of the public polled graded administrators A or B; 33 percent of the public gave parents an A or B. Other findings from the Gallup survey show that 41 percent of the public is willing to pay more taxes to support their schools, with 47 percent saying no to higher taxes. The 41 percent figure is 11 percentage points higher than 1981.



TEACHERS' AVERAGE SALARY NOW $23,546

NEA Research now estimates the average salary for a U.S. teacher is $23,546, a 7.6 percent increase over the 1983-84 average. Teachers in Alaska, New York, the District of Columbia, Michigan and Rhode Island are paid the highest average salaries. Here's how teachers' salaries in all 50 states and the District of Columbia stack up, along with percentage increases over 1983-84, and the purchasing power of current average salaries in 1967 dollars.

REGION AND STATE	ELEMENTARY	SECONDARY	ALL	PERCENT INCREASE OVER 1983-84	PURCHASING POWER IN 1967 DOLLARS
50 States and D.C.	**$23,092**	**$24,276**	**$23,546**	**7.3**	**$7,319**
New England	**22,668**	**23,668**	**23,137**	**6.3**	**7,192**
Connecticut	24,250	24,940	24,520	8.4	7,622
Maine	17,849	19,238	18,329	5.8	5,698
Massachusetts	23,835	24,350	24,110	5.0	7,495
New Hampshire	18,638	18,505	18,577	6.9	5,775
Rhode Island	27,497	28,075	27,384	8.1	8,512
Vermont	18,539	19,407	19,014	8.0	5,910
Mideast	**26,152**	**27,383**	**26,690**	**6.9**	**8,297**
Delaware	22,712	23,788	23,300	11.3	7,243
Dist. of Columbia	28,582	28,679	28,621	3.5	8,897
Maryland	24,742	26,265	25,861	7.3	8,039
New Jersey	24,596	25,732	25,125	8.0	7,810
New York	28,500	30,000	29,000	6.2	9,015
Pennsylvania	24,289	24,561	24,435	7.6	7,596
Southeast	**20,176**	**20,409**	**20,204**	**9.6**	**6,280**
Alabama	20,209	20,209	20,209	14.3	6,282
Arkansas	18,382	19,456	18,933	11.8	5,885
Florida	21,442	20,569	21,057	8.0	6,546
Georgia	21,370	20,960	20,494	10.0	6,371
Kentucky	20,095	20,110	20,100	2.2	6,248
Louisiana	19,400	20,210	19,690	7.0	6,121
Mississippi	15,710	16,280	15,971	1.0	4,965
North Carolina	20,620	20,788	20,691	13.0	6,432
South Carolina	19,206	20,592	19,800	13.9	6,155
Tennessee	20,020	20,180	20,080	12.1	6,242
Virginia	20,767	22,535	21,536	9.5	6,694
West Virginia	19,530	19,603	19,563	11.9	6,081
Great Lakes	**24,512**	**25,837**	**25,099**	**6.7**	**7,802**
Illinois	24,759	27,842	25,829	6.8	8,029
Indiana	22,652	23,544	23,089	7.2	7,177
Michigan	28,191	28,700	28,401	5.0	8,828
Ohio	22,183	23,383	22,737	6.8	7,068
Wisconsin	24,190	24,190	25,780	8.6	7,703
Plains	**20,942**	**22,438**	**21,678**	**6.2**	**6,739**
Iowa	20,135	21,629	20,934	3.9	6,507
Kansas	21,110	21,290	21,208	9.5	6,592
Minnesota	24,970	26,790	25,920	6.4	8,057
Missouri	19,824	21,084	20,452	5.9	6,357
Nebraska	19,292	21,008	20,153	7.3	6,265
North Dakota	19,610	20,340	19,900	3.3	6,186
South Dakota	17,300	17,450	17,356	5.3	5,395
Southwest	**21,634**	**22,765**	**22,132**	**10.0**	**6,880**
Arizona	23,247	23,683	23,380	8.0	7,268
New Mexico	21,340	22,770	22,064	7.3	6,859
Oklahoma	18,380	19,490	18,930	1.9	5,884
Texas	21,965	23,390	22,600	12.0	7,025
Rocky Mountains	**22,416**	**23,632**	**22,921**	**5.9**	**7,125**
Colorado	24,150	24,800	24,456	5.1	7,602
Idaho	18,970	20,500	19,700	9.5	6,124
Montana	21,110	22,830	21,705	4.9	6,747
Utah	20,700	22,388	21,307	6.5	6,623
Wyoming	26,172	27,817	26,709	6.0	8,302
Far West	**26,062**	**27,388**	**26,227**	**5.6**	**8,153**
Alaska	39,520	39,900	39,751	5.1	12,357
California	26,170	27,890	26,300	5.9	8,175
Hawaii	24,628	24,628	24,628	1.1	7,656
Nevada	22,110	22,960	22,520	.7	7,000
Oregon	24,358	25,822	24,889	7.5	7,737
Washington	25,221	26,056	25,610	5.1	7,961

BEST BOOKS FOR CHILDREN

Robin McKinley and Trina Schart Hyman are the winners of the 1985 John Newbery and Randolph Caldecott medals for outstanding children's literature, presented last winter by the American Library Association.

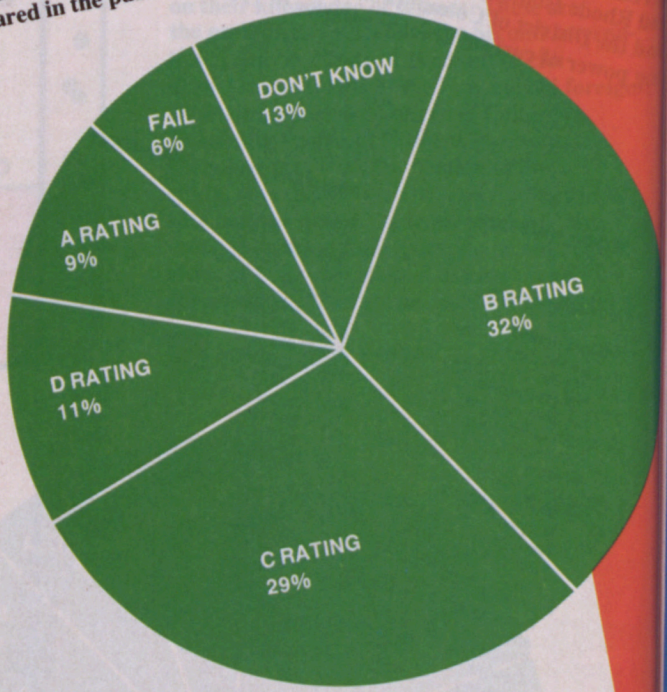
McKinley's book, *The Hero and the Crown*, was cited as the most distinguished contribution to American literature for children published in 1984. Greenwillow published the book.

Hyman, illustrator for *Saint George and the Dragon*, won the Caldecott Medal for the most distinguished picture book in 1984. Little, Brown & Company is the publisher.

Three other children's books were named honor books by the Newbery committee. They are: *The Moves Make the Man*, by Bruce Brooks, published by Harper & Row; *Like Jake and Me* by Mavis Dukes, published by Knopf; and *One-Eyed Cat*, by Paula Fox, published by Bradbury.

BOARD SCORES

Parents of public school students rated their school boards nearly the same as the public at large did, according to the most recent Gallup poll on public education. But the public rated school administrators more highly than school boards. Here's how school boards fared in the public's view.



SHORT ON SPACE

The large numbers of single-parent families and families with both parents working mean an ever increasing need for day care services for preschool children. In some communities the schools are leading the way, setting up day care facilities on the school premises, or nearby. Even so, as the chart shows, the number of day care facilities lags behind the number of children who need day care. If current trends continue, by 1990 children needing day care will outnumber day care slots by nearly 5 million.

Source: The Institute for Parent/Child Services

ON-TIME GRADUATION

North Dakota leads all states in the percentage of high school students graduating on time, while the District of Columbia ranks last, according to statistics from the U.S. Department of Education. The nationwide graduation rate is about 74 percent. Below are the graduation rates and rankings, based on 1983 figures.

	GRADUATION RATE
Alabama	67.4 (43)
Alaska	77.8 (23)
Arizona	68.4 (41)
Arkansas	76.2 (29)
California	75.1 (34)
Colorado	79.2 (19)
Connecticut	77.9 (21)
Delaware	88.9 (3)
District of Columbia	58.4 (50)
Florida	65.5 (47)
Georgia	65.9 (46)
Hawaii	82.2 (14)
Idaho	77.9 (22)
Illinois	77.1 (26)
Indiana	78.3 (20)
Iowa	88.0 (4)
Kansas	82.5 (12)
Kentucky	68.4 (42)
Louisiana	57.2 (51)
Maine	76.7 (27)
Maryland	81.4 (16)
Massachusetts	77.5 (24)
Michigan	73.4 (36)
Minnesota	90.7 (2)
Mississippi	63.7 (49)
Missouri	76.2 (30)
Montana	83.1 (10)
Nebraska	84.1 (8)
Nevada	74.6 (35)
New Hampshire	76.5 (28)
New Jersey	82.7 (11)
New Mexico	71.4 (38)
New York	66.7 (44)
North Carolina	69.3 (40)
North Dakota	94.8 (1)
Ohio	82.2 (13)
Oklahoma	79.6 (18)
Oregon	73.0 (37)
Pennsylvania	79.7 (17)
Rhode Island	75.2 (33)
South Carolina	66.2 (45)
South Dakota	85.0 (6)
Tennessee	65.1 (48)
Texas	69.4 (39)
Utah	84.5 (7)
Vermont	85.0 (5)
Virginia	75.7 (31)
Washington	75.5 (32)
West Virginia	77.4 (25)
Wisconsin	84.0 (9)
Wyoming	81.7 (15)
AVERAGE	**73.9**

Source: Department of Education

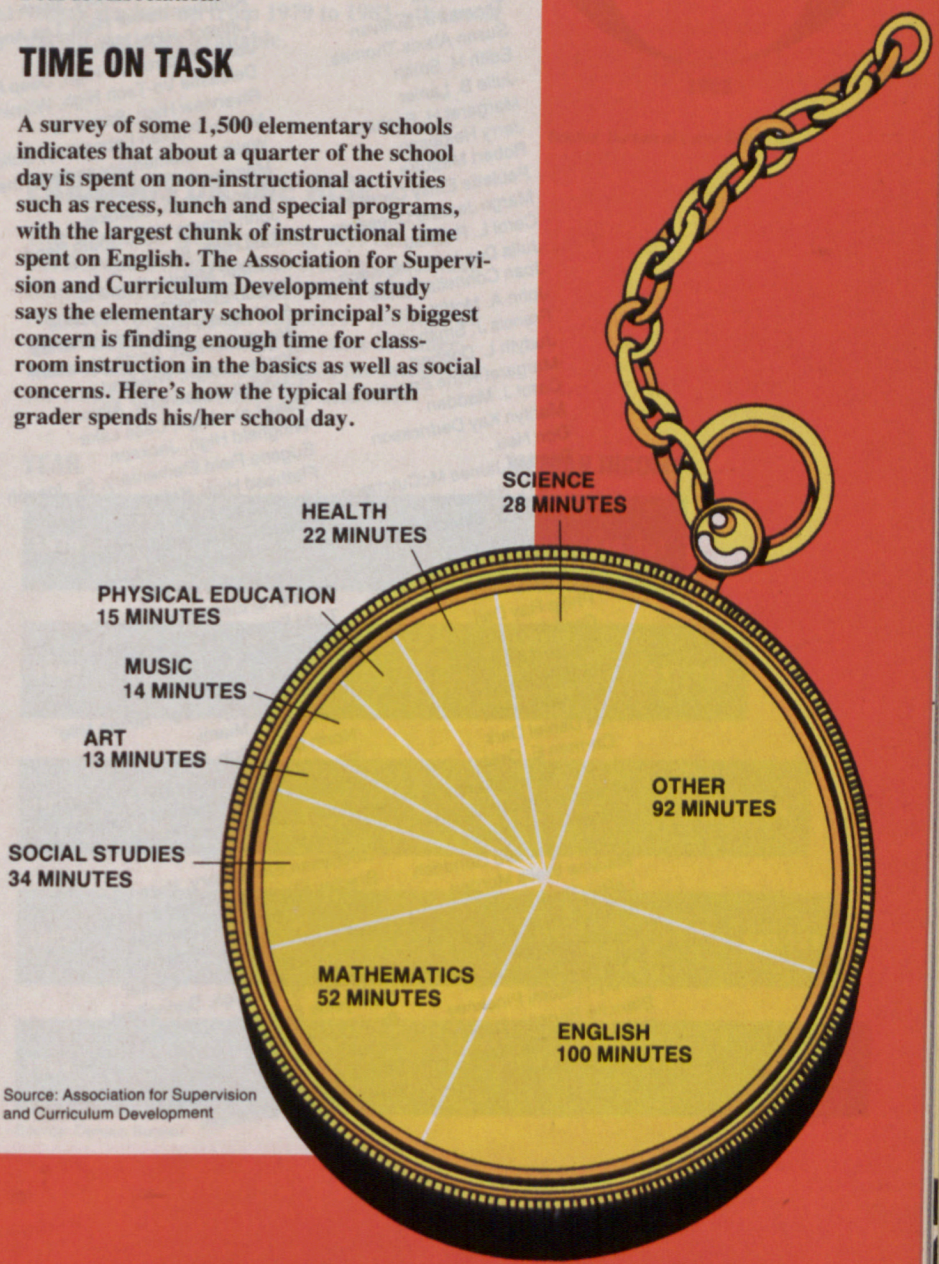
GUESS WHO

Their average age is 39; they own their own homes, go to church, and vote in elections. Thirty-four percent have master's degrees, 16 percent have doctorates, one percent have just a bachelor's degree. Two of three have fewer than three alcoholic drinks per week, two of three don't smoke, and just five percent have prescriptions for tranquilizers, even though they report an usually high level of stress while working 55.3 hours a week. Most feel their jobs are secure, and are satisfied with their salaries.

Who are these people? School superintendents—some 2,200 of whom were randomly surveyed by the *Executive Educator,* the magazine published by the National School Boards Association.

TIME ON TASK

A survey of some 1,500 elementary schools indicates that about a quarter of the school day is spent on non-instructional activities such as recess, lunch and special programs, with the largest chunk of instructional time spent on English. The Association for Supervision and Curriculum Development study says the elementary school principal's biggest concern is finding enough time for classroom instruction in the basics as well as social concerns. Here's how the typical fourth grader spends his/her school day.



Source: Association for Supervision and Curriculum Development

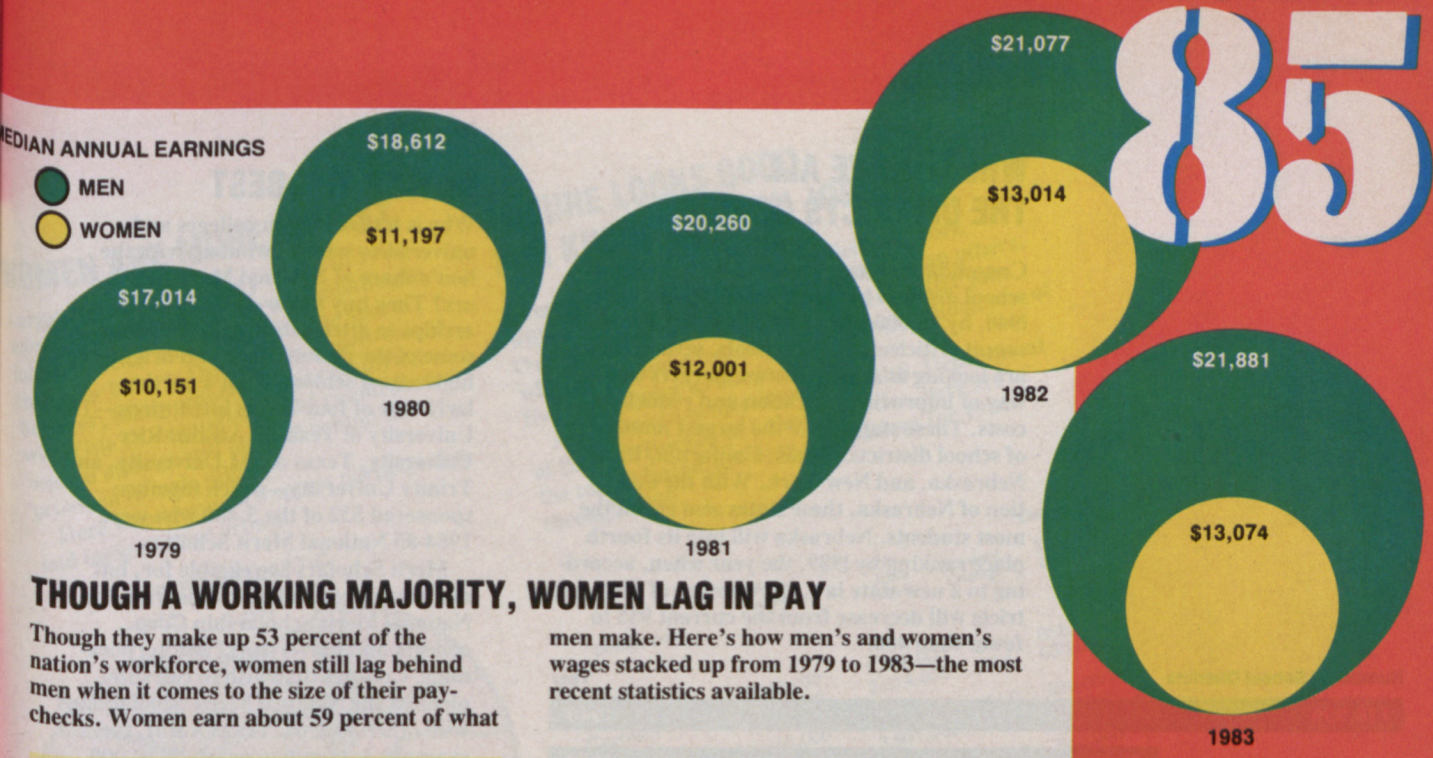
Doug Gilmore

Terry Dozier, a world history teacher at Irmo High School in Columbia, South Carolina, was named the 1985 National Teacher of the Year.

THE 1985 STATE TEACHERS OF THE YEAR

Fifty-one teachers were named Teachers of the Year in 1985, and from among those candidates, the National Teacher of the Year was chosen. Sponsors of the national program are the Encyclopaedia Britannica Companies, *Good Housekeeping* magazine, and the Council of Chief State School Officers. The National Teacher of the Year award, presented each year since 1952, recognizes excellence in teaching and is among the most prestigious awards a teacher may receive. Below is a list of the State Teachers of the Year and those chosen by the District of Columbia, American Samoa, and Puerto Rico.

Teacher	School, City	State
Perry Adkison	Dillingham High, Dillingham	Alaska
Tamasailau Seiuli	Pago Pago Consolidated, Pago Pago	American Samoa
Tony Cosmano	Shea Middle, Phoenix	Arizona
Alfreeda P. Marshall	Park Hill Elementary, North Little Rock	Arkansas
Evaline Khayat Kruse	Audubon Junior High, Los Angeles	California
Helen Burk	Littleton High, Littleton	Colorado
Thomas J. Sullivan	John Winthrop Jr. High, Deep River	Connecticut
Susan Alexis Thomas	Delcastle Vo-Tech High, Wilmington	Delaware
Edith H. Smith	Riverview High, Sarasota	Florida
Julie B. Lanier	Marvin Pittman Laboratory, Bulloch County	Georgia
Margaret H. Fuchino	Waimea Elementary and Intermediate, Kamuela	Hawaii
Jerry Helgeson	Meridian High, Meridian	Idaho
Robert Maguire	Cahokia High, Cahokia	Illinois
Paulette Emily Cwidak	John Adams High, South Bend	Indiana
Margo Jeanne Chesebro	East High, Sioux City	Iowa
Carol L. Reneau	Lowther Middle, Emporia	Kansas
Julie Dee Holcomb Koch	Straub Elementary, Maysville	Kentucky
Joan Connella Vallee	A. M. Barbe High, Lake Charles	Louisiana
John A. Moffitt	Windham High, South Windham	Maine
Francis J. Smith, Jr.	Wayland High, Wayland	Massachusetts
Judyth L. Dobbert	Caldwell Elementary, Albion	Michigan
Margaret Anne Engebertson	Cass Lake High, Cass Lake	Minnesota
Carol J. Madden	Wingfield High, Jackson	Mississippi
Marilyn Kay Dedrickson	Eugene Field Elementary, St. Joseph	Missouri
Don Neu	Flathead High, Kalispell	Montana
Randall James McCutcheon	Lincoln East High, Lincoln	Nebraska
Fred R. Horlacher	Edward C. Reed High, Sparks	Nevada
Richard O. Blanchard	Concord High, Concord	New Hampshire
Joan DiTieri	Fort Lee High, Fort Lee	New Jersey
Jane Primm	Chaparral Elementary, Santa Fe	New Mexico
William H. Hirschen	Todd Elementary, Briarcliff Manor	New York
Philip Ray Dail	Garner High, Garner	North Carolina
Gordon W. Knaak	Bismarck High, Bismarck	North Dakota
Marian Arnold Moeckel	Edgewood Junior High, Seven Mile	Ohio
Barbara Smith	Miami High, Miami	Oklahoma
Rick Wetherell	North Bend High, North Bend	Oregon
Ida Daniel Dark	Ethel D. Allen Elementary, Philadelphia	Pennsylvania
Carmen E. Ortiz	Antonio Valero de Bernabe, Fajardo	Puerto Rico
Leslie Ferry Bettencourt	Lincoln Junior-Senior, Lincoln	Rhode Island
Therese Knecht Dozier	Irmo High, Columbia	South Carolina
Dorothy Mae Dubs	Buchanan Elementary, Huron	South Dakota
Susan Ingraham Gendrich	Bradley Elementary, Murfreesboro	Tennessee
Melaine Wells Morgan	Landrum Junior High, Houston	Texas
LeRoy Ross Goodey	North Cache Middle, Richmond	Utah
Bertha T. Koury	Lyndon Institute, Lyndon Center	Vermont
Jewell Alexander	West Springfield High, Springfield	Virginia
Gary Vaughn Johnson	Sunnyside Elementary, Pullman	Washington
Carolyn Naomi Pinckney	Bunker Hill Elementary	Washington, D.C.
Blanche Regenia Dudley	Central Junior High, Clarksburg	West Virginia
Edward Milton Mueller	Shattuck Junior High, Neenah	Wisconsin
Robert B. Meredith	Shoshoni High, Shoshoni	Wyoming



Source: Bureau of Labor Statistics

THOUGH A WORKING MAJORITY, WOMEN LAG IN PAY

Though they make up 53 percent of the nation's workforce, women still lag behind men when it comes to the size of their paychecks. Women earn about 59 percent of what men make. Here's how men's and women's wages stacked up from 1979 to 1983—the most recent statistics available.

FBI'S MISSING KIDS TOP 28,000

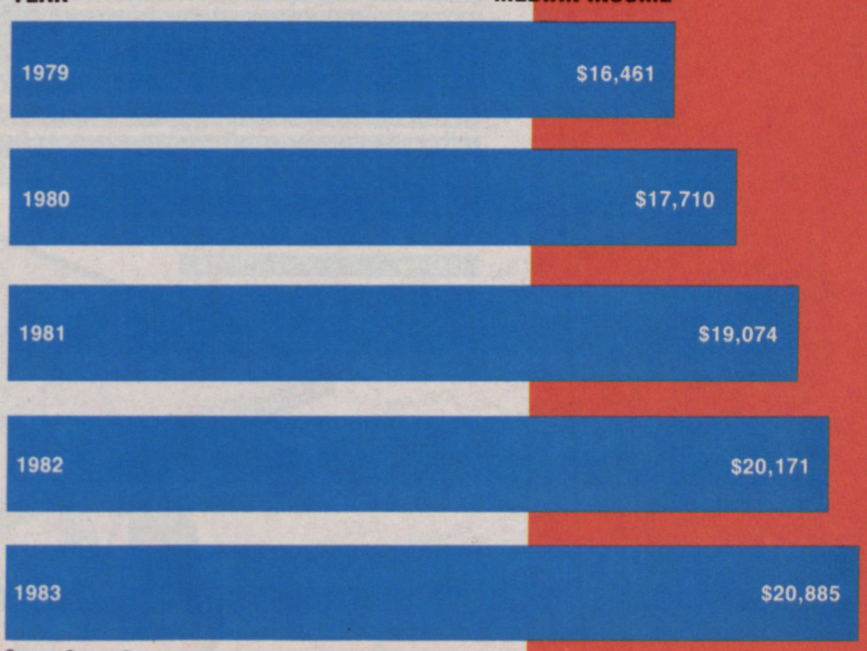
As of March 1 of this year, the FBI lists more than 28,000 juveniles—up to age 18 in some states—as missing. This figure includes runaways and cases where the reason for the disappearance is unknown. Below: a state-by-state listing.

Alabama	144	Nebraska	93
Alaska	169	Nevada	135
Arizona	1,019	New Hampshire	26
Arkansas	34	New Jersey	1,433
California	2,540	New Mexico	63
Colorado	1,084	New York	1,514
Connecticut	231	North Carolina	84
Delaware	44	North Dakota	5
Dist. of Columbia	7	Ohio	905
Florida	3,023	Oklahoma	184
Georgia	178	Oregon	1,208
Hawaii	2	Pennsylvania	957
Idaho	20	Puerto Rico	42
Illinois	1,192	Rhode Island	289
Indiana	623	South Carolina	115
Iowa	161	South Dakota	34
Kansas	111	Tennessee	188
Kentucky	220	Texas	3,046
Louisiana	136	Utah	63
Maine	14	Vermont	5
Maryland	865	Virginia	531
Massachusetts	1,667	Washington	1,279
Michigan	1,169	West Virginia	24
Minnesota	432	Wisconsin	461
Mississippi	56	Wyoming	22
Missouri	450		
Montana	6	TOTAL	28,303

Source: Federal Bureau of Investigation

EARNINGS ON THE RISE

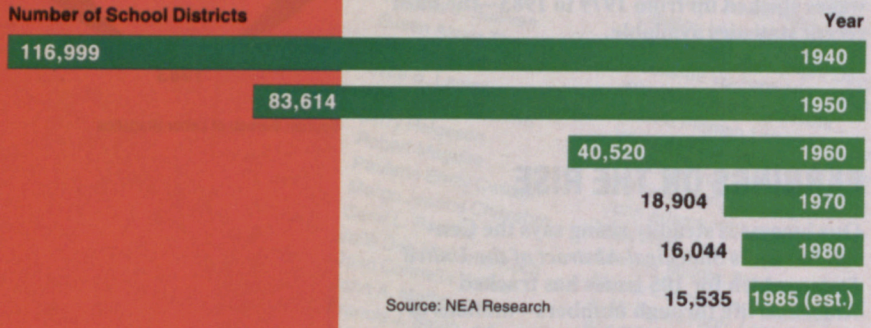
Our income is steadily rising says the Census Bureau's *Statistical Abstract of the United States*, which for 105 issues has tracked American life through numbers—millions of them. Below: the median incomes of Americans from 1979 through 1983, the latest year for which these statistics are available.



Source: Census Bureau

WHERE HAVE ALL THE DISTRICTS GONE?

Consolidations have reduced the number of school districts by more than 100,000 since 1940, by 25,000 since 1960. In light of recent criticisms of the schools, several states are looking at school district mergers as a way of improving education and reducing costs. These states have the largest number of school districts: Texas, California, Illinois, Nebraska, and New York. With the exception of Nebraska, these states also enroll the most students. Nebraska will lose its fourth place ranking by 1989, the year when, according to a new state law, the number of districts will decrease from the current 955 to fewer than 400.



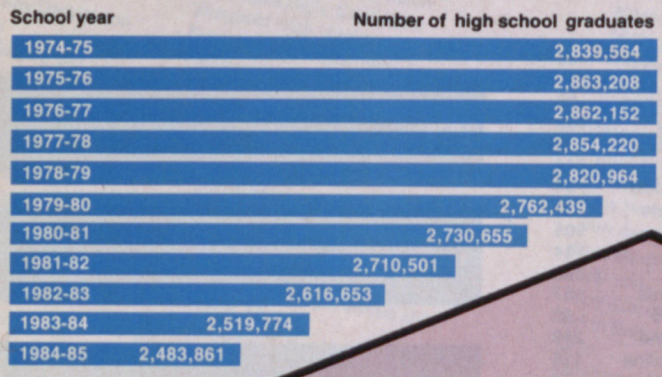
Source: NEA Research

BUYING THE BEST

Why is it that certain colleges and universities seem to wind up with the lion's share of National Merit Scholars? They buy them—by offering scholarships to attend their institutions to some of the nation's best and brightest high school seniors. That's particularly true of four Texas institutions—The University of Texas at Austin, Rice University, Texas A&M University, and Trinity University—which together sponsored 532 of the 5,400 who were 1984-85 National Merit Scholars.

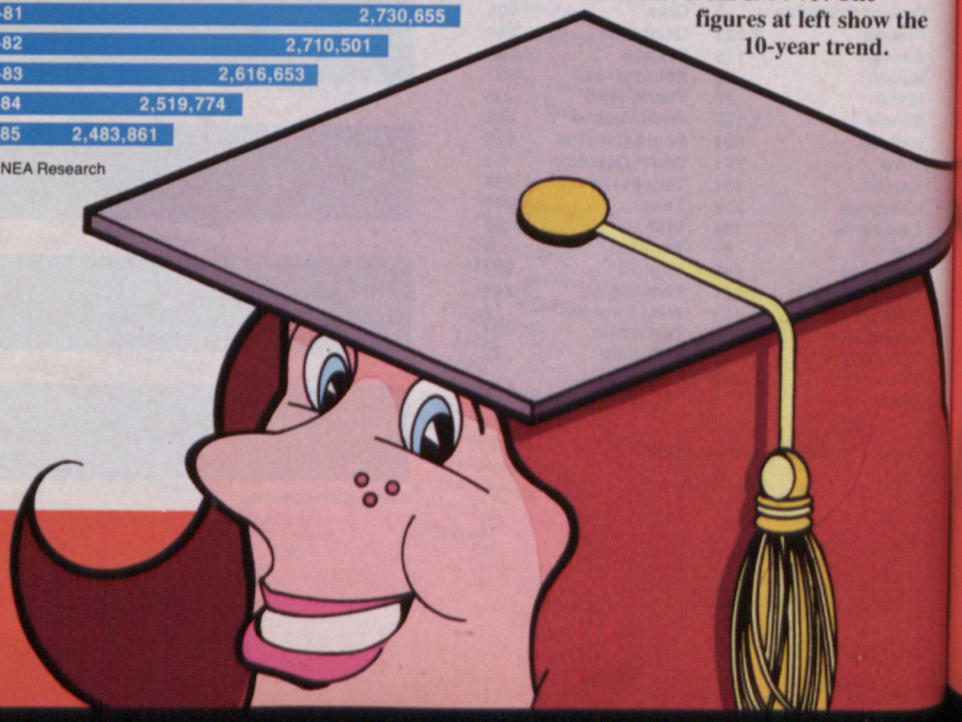
Merit Scholars are eligible for, but not guaranteed, scholarships from the National Merit Scholarship Corp., colleges and universities, and corporations. Colleges that wish to can supplement the National Merit Scholarships with other awards. Texas A&M, for example, is spending nearly $230,000 this year on Merit Scholarships. Still, the schools with the most 84-85 Merit Scholars are Harvard University and Radcliffe College, which together lured 323 scholars their way without themselves sponsoring any National Merit Scholarships.

ABOUT THE CLASS OF '85



Source: NEA Research

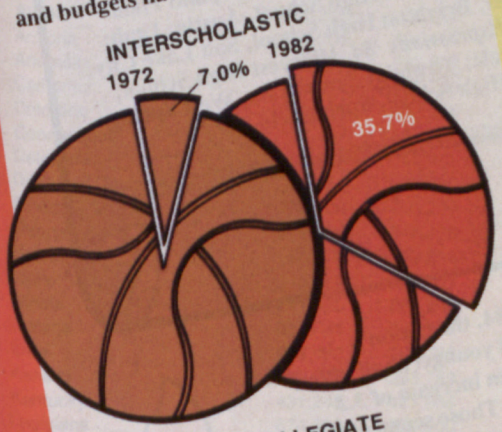
An estimated 2,483,861 high school pupils will graduate in 1984-85. This is a 1.4 percent decrease from the estimated number of graduates in 1983-84, a 12.5 percent decrease from 1974-75. The figures at left show the 10-year trend.

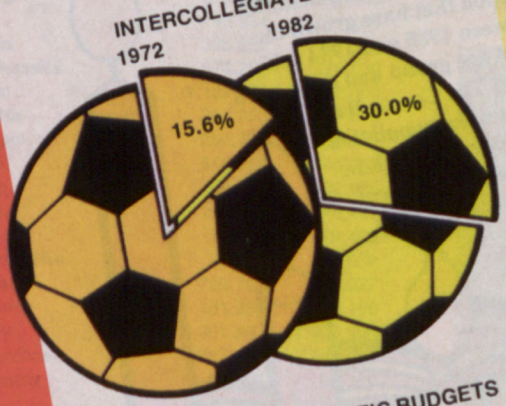


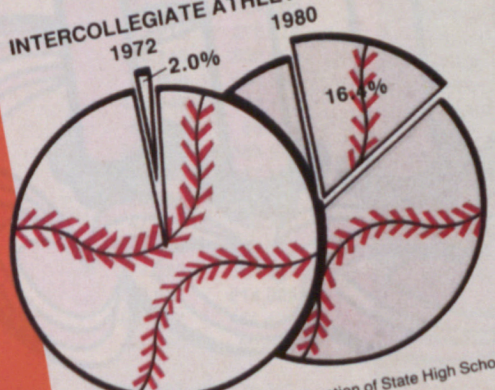
WOMEN ARE MORE SPORTY

Largely due to Title IX's passage in 1972, more girls and women are participating in interscholastic and intercollegiate sports than ever before. Despite this improvement, however, many schools aren't complying with Title IX regulations, and resources for women athletes still lag well behind those provided to male athletes.

Here's how women's sports participation and budgets have grown.







Sources: NCAA, National Federation of State High Schools Association

FUTURE LOOKS GOOD FOR KINDERGARTEN JOBS

Over the next ten years, certain fields of work will offer many more job opportunities than others. Over the next 15 years, four out of every five jobs will require some training beyond high school; one of five will require a college degree.

According to projections by the U.S. Department of Labor's Bureau of Labor Statistics, here are the top 25 fastest-growing occupations for 1984 through 1995.

Occupation	No. Jobs 1984	No. Jobs 1995	Percent Change	Change in Total Jobs
Building Custodians	2,948,000	3,606,000	22.3	658,000
Cashiers	1,684,000	2,314,000	37.4	630,000
General Clerks, office	2,455,000	3,044,000	24.0	589,000
Salesclerks	3,021,000	3,601,000	19.2	580,000
Nurses, registered	1,411,000	1,954,000	38.5	543,000
Secretaries	2,552,000	3,161,000	23.9	509,000
Truck Drivers	2,491,000	2,980,000	19.6	489,000
Waiters and Waitresses	1,751,000	2,227,000	27.2	476,000
Teachers, kindergarten	1,445,000	1,877,000	29.9	432,000
Nursing Aides and Orderlies	1,283,000	1,642,000	28.0	359,000
Sales Representatives, Technical	1,380,000	1,707,000	23.7	327,000
Accountants and Auditors	909,000	1,200,000	32.0	291,000
Automotive Mechanics	894,000	11,168,000	30.6	274,000
Supervisors of blue collar workers	1,249,000	1,519,000	21.6	270,000
Kitchen Helpers	897,000	1,155,000	28.8	258,000
Guards and Doorkeepers	681,000	935,000	37.3	254,000
Food Preparation and Service Workers, fast-food restaurants	855,000	1,106,000	29.3	251,000
Managers, store	1,015,000	1,262,000	24.3	247,000
Office Machine Operators	976,000	1,196,000	22.5	220,000
Carpenters	901,000	1,110,000	23.2	209,000
Electrical and Electronic Technicians	402,000	589,000	46.5	187,000
Licensed Practical Nurses	628,000	814,000	29.6	186,000
Computer Systems Analysts	287,000	471,000	64.1	184,000
Electrical Engineers	352,000	528,000	50.0	176,000
Computer Programmers	298,000	471,000	58.1	173,000

Source: Bureau of Labor Statistics

STUDENT MAGAZINES: THE CREAM OF THE CROP

Literary magazines produced by students in 20 high schools in 14 states were cited as outstanding this year by the the National Council of Teachers of English (NCTE). The winners:

Colorado: *Write of Fire,* Alameda Senior High School, Lakewood; Connecticut: *Amphora,* Robert E. Fitch Senior High School, Groton; Georgia: *Ragnaroc,* St. Pius X High School, Atlanta; Illinois: *Menagerie,* Lyons Township High School, La Grange, and *Calliope,* New Trier High School, Winnetka; Maryland: *Chips 1984,* Bethesda-Chevy Chase Senior High School, Bethesda; Massachusetts: *Collab 1984,* Burlington High School, Burlington; New Jersey: *Tyrsis,* Rumson-Fair Haven Regional High School, Rumson; New York: *Chrysalis,* Clarence Central Senior High School, Clarence, *Cinnabar,* Ward Melville High School, Setauket, and *Mercedes,* Our Lady of Mercy High School, Rochester; Ohio: *Flight '84,* St. Edward High School, Cleveland; Pennsylvania: *Bittersweet,* Quaker Valley High School, Leetsdale, and *Echoings,* St. Hubert High School for Girls, Philadelphia; Tennessee: *Scheherazade,* Central High School, Memphis; Texas: *Kaleidoscope,* Coronado High School, El Paso, and *Final Draft,* Westlake High School, Austin; Utah: *Runes,* Brighton High School, Salt Lake City, and *Expressions '84,* Hillcrest High School, Midvale; Virginia: *Symposium,* West Springfield High School, Springfield.

U.S. MEDIAN AGE NOW AT 31.2 YEARS

As of July 1, 1984, the nation's median age (half younger, half older) was 31.2 years, an increase of 3.3 years since 1971. Those segments of the population that have grown the fastest between 1980 and 1984 are the 35-to-44 age group and those aged 85 and over. The Census Bureau estimates the population at 236,681,000. Below: those age groups whose numbers have increased since 1980.

ENROLLMENTS RISE; TEXAS LEADS NATION

Twenty-six of the 50 states saw their public elementary school enrollments increase in 1984-85. Nationwide, elementary school enrollments rose by about 54,000 over 1983-84, reversing a 14-year decline. Schools in the Far West and Southwest gained the most. Here's the breakdown.

	1983-1984	1984-1985
Alabama	385,207	392,304
Alaska	51,255	52,000
Arizona	396,356	401,000
Arkansas	232,521	232,337
California	2,813,524	2,855,780
Colorado	319,055	322,416
Connecticut	327,404	315,794
Delaware	45,545	46,901
District of Columbia	50,251	49,787
Florida	778,909	795,797
Georgia	649,300	648,970
Hawaii	86,920	88,813
Idaho	116,474	118,647
Illinois	1,271,525	1,266,937
Indiana	511,444	505,758
Iowa	263,663	262,733
Kansas	249,722	253,789
Kentucky	431,243	427,966
Louisiana	574,300	579,900
Maine	145,814	144,136
Maryland	335,652	328,320
Massachusetts	578,296	578,000
Michigan	1,132,701	1,140,000
Minnesota	344,953	347,678
Mississippi	256,510	257,101
Missouri	546,155	545,062
Montana	108,160	108,905
Nebraska	150,122	149,497
Nevada	77,900	79,400
New Hampshire	92,878	92,632
New Jersey	725,703	712,027
New Mexico	151,332	143,196
New York	1,301,097	1,306,300
North Carolina	767,095	758,402
North Dakota	81,797	83,157
Ohio	1,121,400	1,108,400
Oklahoma	335,500	334,000
Oregon	277,212	278,672
Pennsylvania	846,145	832,850
Rhode Island	68,606	68,615
South Carolina	422,546	422,420
South Dakota	85,920	86,228
Tennessee	590,148	583,578
Texas	1,654,595	1,687,880
Utah	225,366	234,437
Vermont	47,411	48,300
Virginia	588,476	585,028
Washington	377,353	383,657
West Virginia	220,825	214,029
Wisconsin	446,807	451,474
Wyoming	57,530	59,887
TOTAL	23,716,623	23,770,897

Source: NEA Research

SCIENCE SCHOLARS

Each year since 1942, the Westinghouse Electric Corporation has sponsored a nationwide Science Talent Search looking for the nation's brightest high school science scholars. This year 40 national winners from 13 states and Puerto Rico competed in Washington, D.C., for nearly $90,000 in scholarships and cash awards.

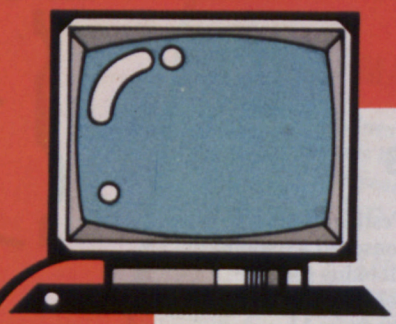
The top ten winners of scholarships are: Alan Hu, La Jolla (California) High School; $12,000—Anna Penn, University of Chicago Laboratory Schools High School, Chicago; and Michael Friedman, Stuyvesant High School, New York City; each $10,000—Michael Graziano, City Honors High School, Buffalo; John Shu-Shin Kuo, Bronx (New York) High School of Science; and Anthony Ciabarra, Cheltenham High School, Wyncote, Pennsylvania; each $7,500—Mark Kantrowitz, Maimonides School, Brookline, Massachusetts; Michael Gesner, Cardinal Spellman High School, Brockton, Massachusetts; Audrey Zelicof, Stuyvesant High School, New York City; and Allan Golstein, Cheltenham, High School, Wyncote, Pennsylvania; each $5,000. The 30 other national winners each receive cash awards of $500.

TROUBLED STUDENTS, LOW GRADES

Good grades are directly related to students' overall behavior, concludes a study conducted for the National Center for Education Statistics. The chart below shows the relationship between students' grades and various types of misbehavior, based on a representative sampling of 30,000 high school sophomores.

	GRADES			
TYPE OF MISBEHAVIOR	Mostly A's	Mostly B's	Mostly C's	Mostly D's
Average days absent per semester	2.28	2.99	4.20	7.87
Average days late per semester	2.05	3.12	4.41	6.44
Percentage of sample not doing assigned homework	1.10	2.73	6.27	24.72
Percentage of sample who cut a class during the school year	28.73	43.39	58.15	67.21
Percentage of sample who have been in serious trouble with the law	1.62	2.93	7.37	14.06

Source: Thomas DiPrete, Chandra Muller, and Nora Shaeffer, *Discipline and Order in American High Schools* (Washington, D.C.: National Center for Education Statistics, 1981).



SCHOOL COMPUTER USE SOARS

A recent national survey conducted by Market Data Retrieval indicates that 85 percent (some 69,000) of the nation's public schools use microcomputers for instruction, up from 68.4 percent in 1983, 30 percent in 1982, and 18.2 percent in 1981. Here's how the figures break down.

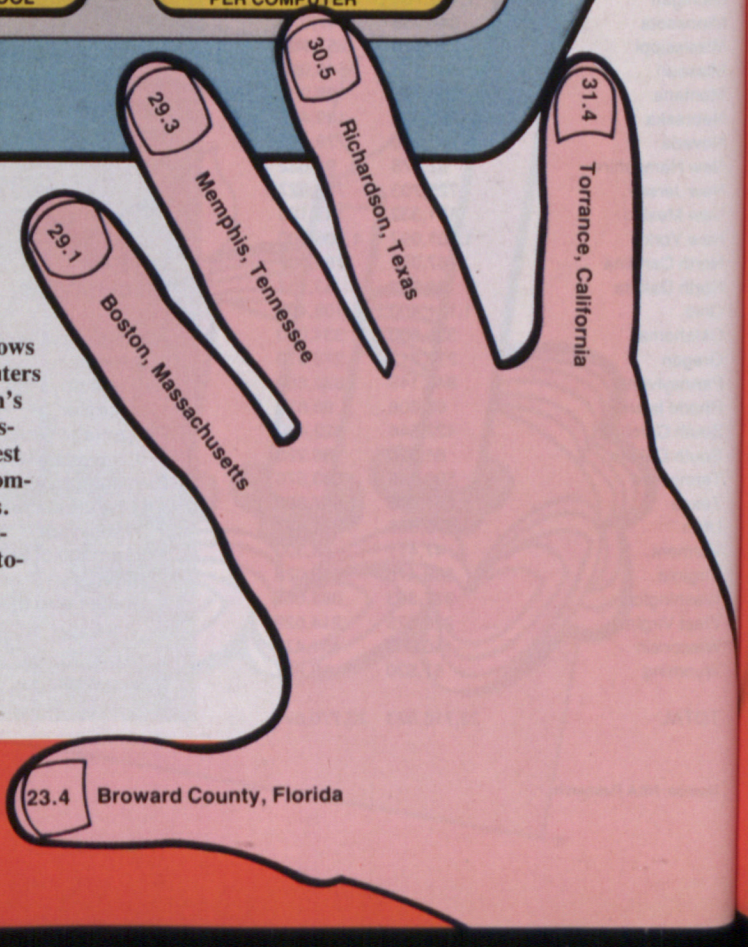
	PERCENT OF SCHOOLS USING COMPUTERS		NUMBER OF COMPUTERS PER SCHOOL		NUMBER OF PUPILS PER COMPUTER	
	1983	1984	1983	1984	1983	1984
Elementary	62.4%	85.1%	3.6	5.1	112.4	79.3
Junior High	86.1%	94.1%	7.3	11.0	92.3	61.2
High School	80.5%	93.1%	10.6	16.0	76.6	51.5

Source: Market Data Retrieval, Inc.

HIGH FIVE

Though the chart above shows that more and more computers are being used in the nation's classrooms, some school systems rank well above the rest when it comes to making computers available to students. At right, the five school systems with the best student-to-computer ratios.

Source: Quality Education Data



BEYOND THE BLUE HORIZON

As you read this item, the National Aeronautics and Space Administration (NASA) will have chosen the first teacher to ride aboard the space shuttle, scheduled to be launched next January.

Among the 114 nominees, selected from more than 10,000 who applied to become the first teacher in space, are 68 NEA members.

Part of the 17-page essay-type application called for the teachers to describe experiments which they would carry out while aboard the shuttle. Teachers responded with a wide range of "out-of-this-world" projects.

Fairfax County, Virginia, teacher Judy Garcia would use her flight time as an instruction period in which she would answer questions and, if possible, perform projects suggested by students. She would follow up with personal visits to schools around the country, maybe even to schools in foreign countries.

"I strongly feel that there should be a marriage of the humanities and sciences," notes Garcia, who this school year begins a new position as chair of the foreign language department at Thomas Jefferson High School for Science and Technology. "Science can only serve people well if the scientists understand the humanities. On the other hand people in the humanities must have some sense of science in order to guide them. Together these fields can be made to serve us well."

Joe Di Dio

Judy Garcia

Association member David Zahren, who teaches at G. Gardner Shugart School in a Maryland suburb of Washington, D.C., proposes teaching basic "classes" to watching Americans, asking them to figure out, for example, how many sunrises and sunsets astronauts would see in a day, or giving them the shuttle coordinates so they could trace the shuttle's path around the earth.

"These are simple things," notes Zahren, "but I think the astronauts have assumed we know too much."

HEAD OF THE CLASS

David Kohl

Holly Ross

Holly Ross, a senior at Miami University in Ohio, is this year's winner of the NEA Student Program's National Student Teaching Competition. Ross, who completed her student teaching at Wyoming (Ohio) Elementary, was one of three finalists who came to Washington, D.C. last spring to present live teaching demonstrations before students from two Washington, D.C. schools. Ross presented a lesson plan on polygons. The three finalists had earlier submitted a videotaped teaching performance that was analyzed by a panel of outstanding practicing teachers. For her first-place finish, Ross received a $1,000 grant. The two runners-up—Linda Bailey of Northwest Nazarene College in Idaho and Susan Gough of the University of North Carolina at Charlotte—each received $500. The competition is cosponsored by the Atlantic Richfield Company.

DOING RIGHT BY READING

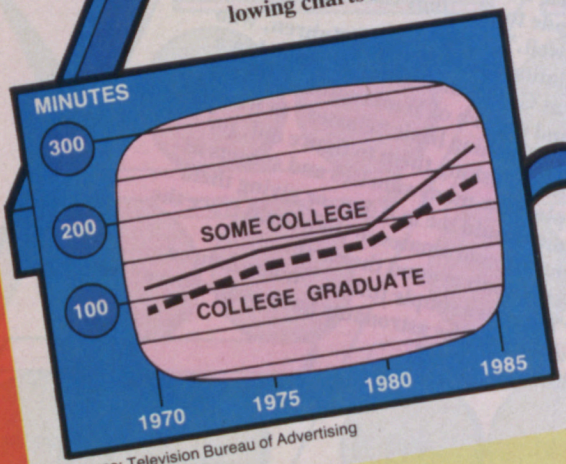
For decades the debate has raged: what's the best way to help students read better? A new study by the National Academy of Education Commission on Reading offers several suggestions. Among the key recommendations:

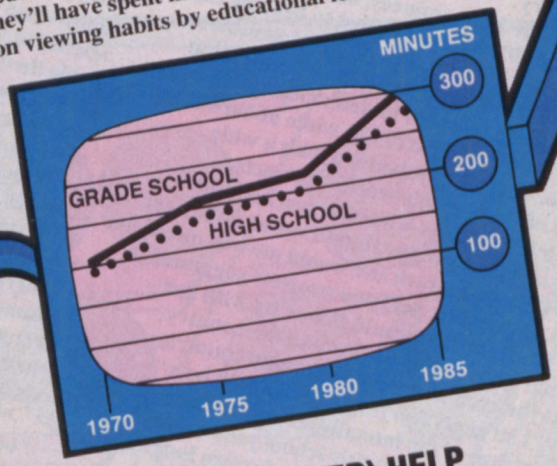
- ► less emphasis on workbook activities
- ► more independent reading and writing
- ► greater emphasis on phonics
- ► greater attention to holding good teachers by improving salaries and working conditions
- ► an end to grouping children by reading ability
- ► more help from parents on teaching preschool children reading and writing
- ► greater attention to maintaining well-stocked libraries in schools, and
- ► limitations on TV viewing. The panel suggested that 10 hours a week spent watching quality TV programming can contribute to learning; more can hinder reading ability.

The report was commissioned by the National Institute of Education.

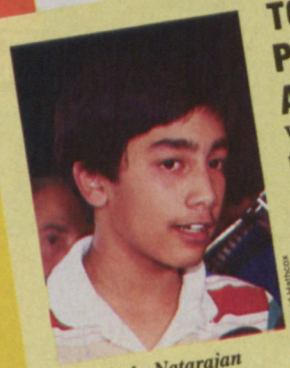
THE TUBE: A NATIONAL ADDICTION

The average adult American spends almost four and a half hours each day watching television—an increase of 81 percent in the past 15 years. And future generations are well on the way to developing a tube addiction. Today's children spend about the same amount of time watching television as adults. By the time they finish high school, they'll have put in 22,000 hours before the tube—twice as many as the 11,000 hours they'll have spent in classrooms. The following charts show adult television viewing habits by educational level.





Source: Television Bureau of Advertising



David Hathcox

Balu Natarajan

TOP SPELLER: PRAYER, GUESS... AND PRACTICE

What does it take to win the National Spelling Bee? Balu Natarajan—this year's 13-year-old winner from Bolingbrook, Illinois—says he prays for easy words and guesses at the hard ones. He considers his winning word in this year's contest—*milieu*—one of the easy ones.

Balu, whose parents came to this country from India 15 years ago, speaks Tamil at home.

Prayer and guessing may have helped, but practice had a lot to do with Balu's victory. His father drilled him on English spelling daily.

"I worked hard for this," Balu said after beating 167 other contestants.

Just before winning with *milieu*, Balu spelled *farrago* (a jumble) correctly after his last opponent misspelled it.

This was Balu's third try for the spelling title. He finished 45th last year and 56th in 1983.

About nine million students—ages 9 to 15—competed in the 58th annual spelling bee; 168 advanced to the finals in Washington, D.C.

ASBESTOS: (LIMITED) HELP FROM THE FEDS

The elimination of asbestos hazards from the nation's schools is proceeding—slowly. In June, the Environmental Protection Agency (EPA) announced grants and interest-free loans totalling $45 million to eliminate asbestos hazards in 341 schools.

That $45 million only addresses a small fraction of the need. In all, 4,800 schools have sought $530 million in federal funds for 8,300 different asbestos abatement projects.

Following are the 15 states and the number of schools in each which EPA judged to be most in need of asbestos abatement funds and the amount of money awarded.

State	Number of Schools	Funds Awarded
Ohio	33	$8,251,716
Texas	20	5,133,312
Pennsylvania	22	4,042,134
Louisiana	2	2,294,573
New Jersey	15	2,205,792
Kentucky	20	1,585,150
Nevada	2	1,563,293
Maryland	9	1,549,252
New York	8	1,476,074
North Carolina	1	1,350,000
Illinois	3	1,261,786
Tennessee	5	1,075,389
Michigan	3	816,325
Alaska	1	750,000
Colorado	2	701,703

Source: EPA

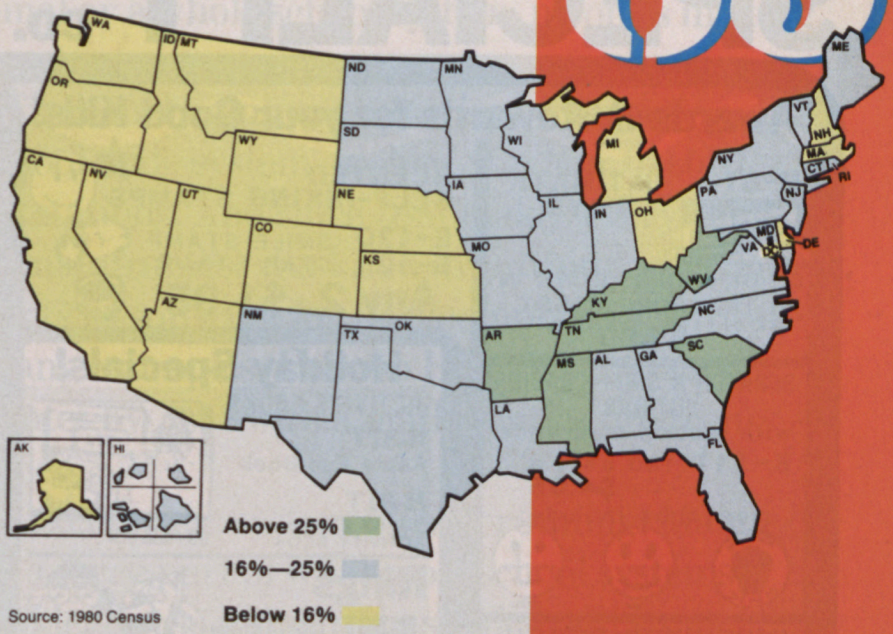
ADULT ILLITERACY: AN UNFINISHED BATTLE

Twenty-seven million adult Americans are functionally illiterate. They cannot read directions on medicine bottles or bills they receive in the mail. They cannot fill out a job application.

In a new push to eradicate illiteracy, about 4 million adults are now learning to read with the help of community literacy councils, Adult Basic Education classes, church volunteers, and business groups.

But 23 million are still no closer to being able to decipher a street sign or newspaper headline. Their lives are filled with ingenious ploys designed to hide the fact they cannot read and help them cope with new situations.

The accompanying map gives a state-by-state breakdown of the percentage of persons over 25 years of age who have no more than an eighth grade education.



Source: 1980 Census

PUBLIC SUPPORTS PAY HIKES

Americans believe that higher teacher salaries would help improve public schools. This is one key finding of a joint June 1985 Gallup-NEA public opinion poll. Sixty-three percent of the public, according to the Gallup-NEA poll, say higher teacher salaries would greatly improve the quality of teaching. Some 52 percent say they would pay higher taxes to support better public schools and teacher training. What follows are some of the Gallup-NEA poll's most interesting questions—and answers.

Please rate how demanding the daily workload is for each profession.

	Very Demanding	Fairly Demanding	Not Too Demanding	Not At All Demanding	Don't Know
The Clergy	41%	38%	14%	2%	5%
Medical Doctors	72	22	3	1	2
Public School Teachers	50	35	11	2	2
Public School Principals	40	42	13	2	3
Lawyers	34	43	16	2	5
Business Executives	38	44	11	1	6
Local Political Office Holders	24	38	27	7	4
Realtors	18	40	30	6	6

Which one of the following categories best describes you:

52%	I favor more funds for public education and teacher training even if it means higher taxes
38	I favor more funds for public education and teacher training only if it does not mean higher taxes
9	I am opposed to more funds for public education and teacher training
1	Don't know

If there is a teacher shortage in coming years, what things do you think should then be done to recruit more teachers?

61%	Increase pay
12	Increase professional responsibilities and status of teachers to try to give profession more appeal
10	Improve working conditions
4	Improve school management and administration
4	Offer more scholarships/financial aid to people who want to become teachers
7	Increase benefits/Better benefits
9	Other
18	Don't know

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messages include:

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X-3T Christmas
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Imprint 3 line
36/$6.50
72/$8.50
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Books & Things!

COLORING & ACTIVITY BOOKS
M-42T Large 40/$3.50
B-15T 59c retail EX. LG 24/$9.95

Crayons
4 colors per box
K-16T

24 boxes/ **$4.25**

RINGS
R-94T Smile 100/$2.95
R-47T Disney 100/ $5.50

SCENTED SELF-INKING STAMPS

E-120 SMILE STAMP
E-121 STAR STAMP
Any 2...$1.95

Holiday Specials!

ACTIVITY BOOKS

H-37T Santa Fun Book
H-61T FUNNY BUNNY ACTIVITY BOOK
40/$2.95

Rings

R-39T Christmas
R-56T Easter
R-65T Halloween
100/$3.95

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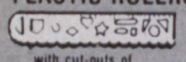
X-20T *One Line Imprint* 36 / $4.95
copy not to exceed 21 characters incl. spaces
Your Imprint Here

PENCIL TOPS
K-63T asst. pencil tops 100 / $4.50
K-92T SEZME (Moving Eyes) 36 / $2.95

T-11 Perfect Gift
HEART PENCIL TOP ERASER
asst. colors! REALLY WORKS!
36 / $4.95
1¼"

PLASTIC RULERS



with cut-outs of different shapes
A-3T 144 / $4.95

B-45T PENCIL SHARPENERS

All Shapes
36 $4.95

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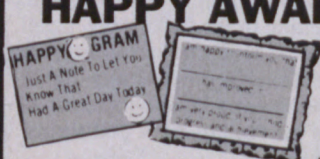
E-11T Assortment of 10 different awards. Stick safely to any subject
100 AWARD RIBBONS on flat sheets **$3.25**

HAPPY AWARDS!!



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100 / $1.90

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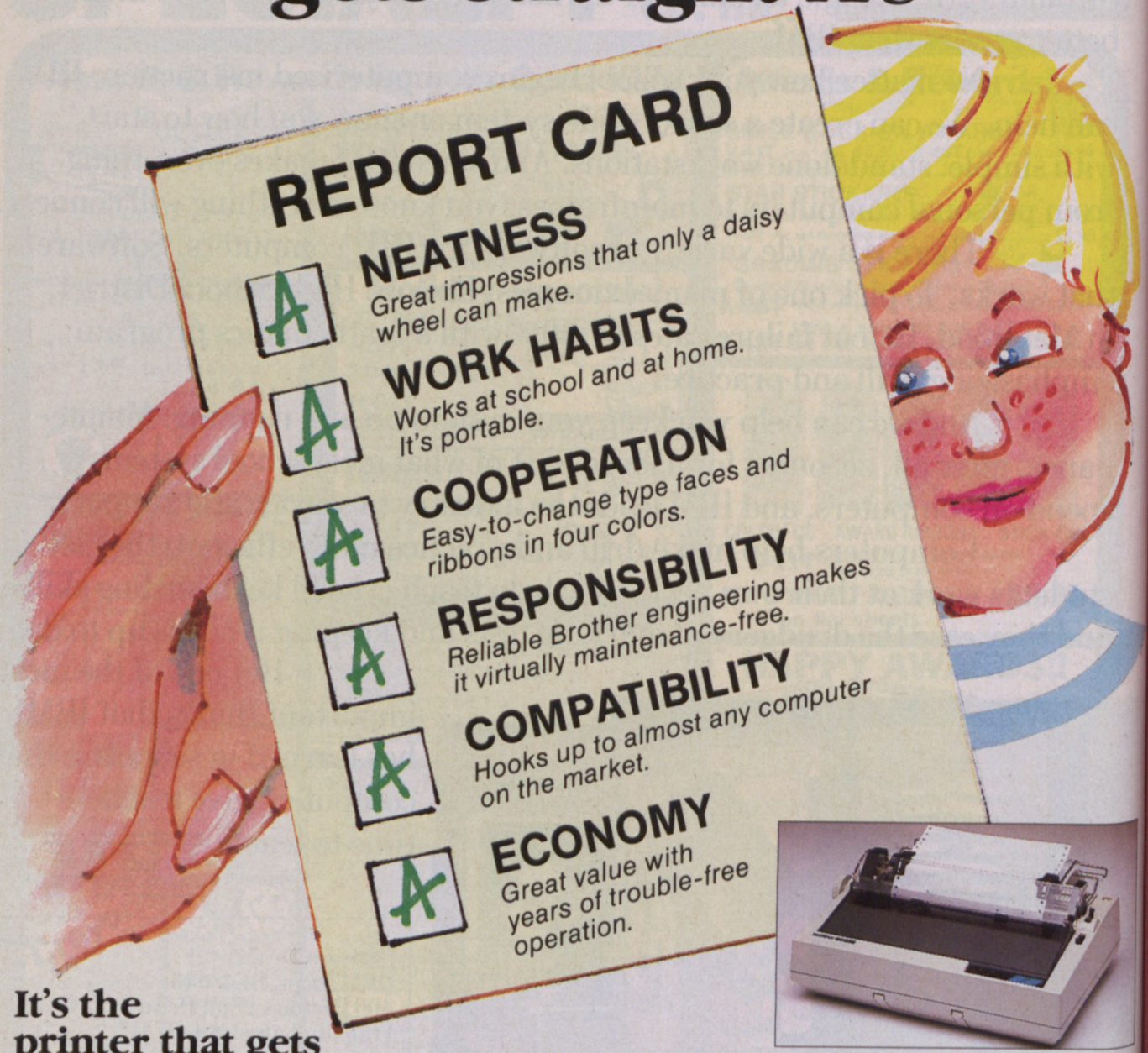

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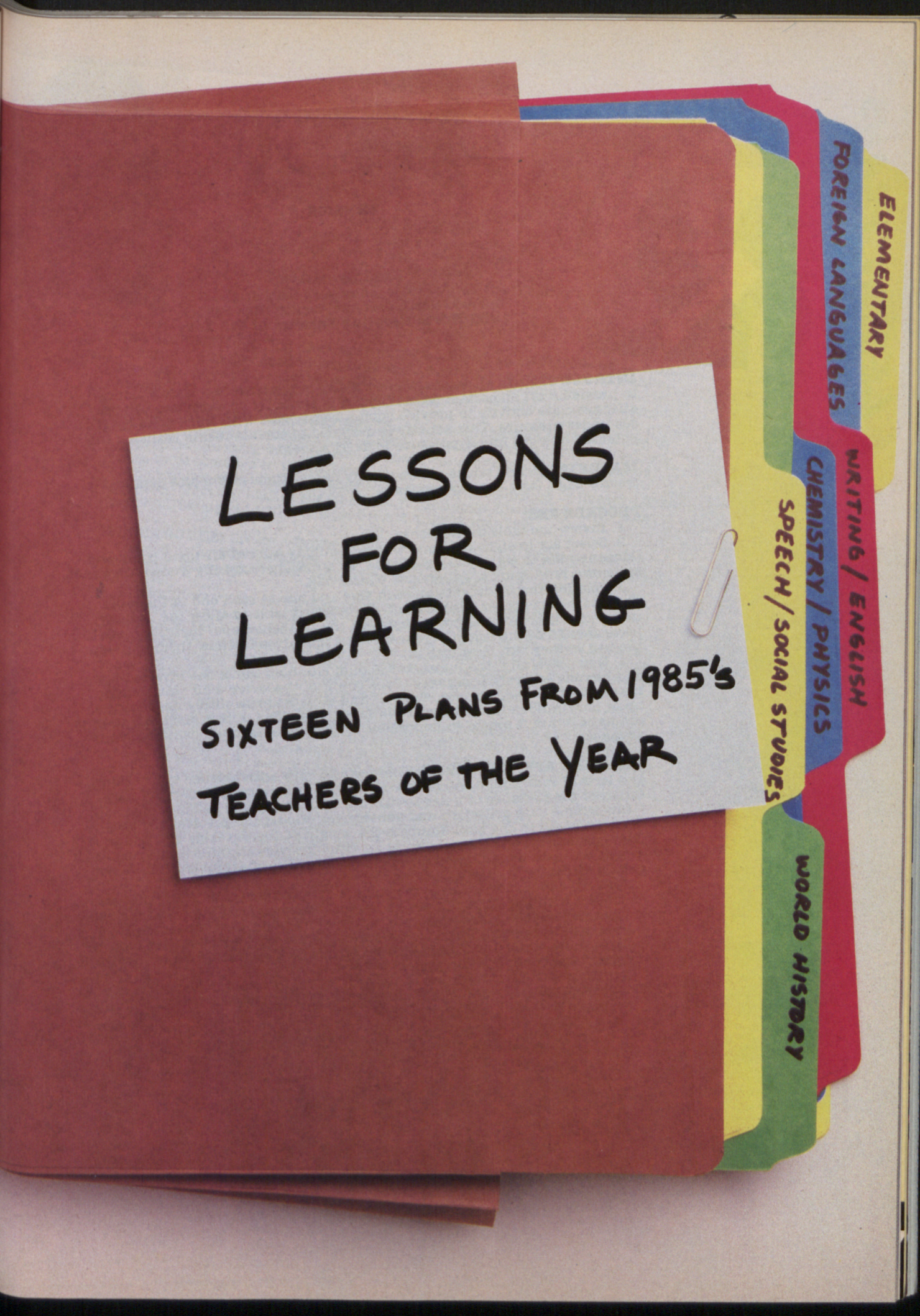
ELEMENTARY
FOREIGN LANGUAGES
WRITING / ENGLISH
CHEMISTRY / PHYSICS
SPEECH / SOCIAL STUDIES
WORLD HISTORY
LESSONS FOR LEARNING
SIXTEEN PLANS FROM 1985's TEACHERS OF THE YEAR

PHYSICS

PHILIP DAIL
Physics, chemistry teacher
Garner (North Carolina) Senior High School
1985 North Carolina Teacher of the Year

INTRODUCTION: All teachers know every subject needs a lesson planned to provide a *lift* on certain days. Physics is certainly no exception. An easy effective class activity to provide such a boost deals with work done by gasses under pressure. This activity is designed to start students realizing the potential of a gas under pressure to exert a force.

MATERIALS: Two tables of almost any description, gallon-size plastic freezer bags, (and healthy students).

PROCEDURES:

1. Invert one table on the other.
2. Select six to eight students who will supply a lot of air upon command. (Most any six to eight will usually do, as all teachers readily know!) Give each student a new, sturdy, gallon-size plastic bag.
3. Position three students on each side and one at each end of the table. Then have some other students lift the inverted table to allow the "volunteers" to slip their plastic bags between the two table tops. Instruct them to leave enough of the bag out from between the tables to allow them to grasp the bag so they can blow into it.
4. Now, carefully, the instructor should climb on top of the inverted table and become securely positioned. On a count of three, have all "air sources" blow into their bags at once. Teacher and table will rise nicely depending upon how uniformly the bags are inflated. The effect of this demonstration is dramatic, since it seems so impossible to the students when described in advance.

FURTHER APPPLICATIONS: These would vary with teacher innovation and level of instruction. Anything is feasible, from simply observing the action of the pressure of a gas to making estimations and calculations.

One simple data collection and subsequent calculation involves the pressure of the gas in the bag. Estimate the weight of the top table and add to it the instructors weight. (If vanity is an issue, provide the students with one weight estimate including both these variables. The absolute truth does not greatly affect the results!)

Next have students estimate the surface area of their plastic bag that was in contact with the table. Simply divide the total weight of table and instructor by total surface area of bags. Depending on the units selected, the answer will be in some units of pressure such as pounds per square inch (psi). (A more sophisticated application of this demonstration could involve the pressure/volume work concept ($w = pv$).

Certainly this demonstration could provide the *lift* a somewhat slow day needs! Be prepared for students' disbelief that it will even work. Have fun!!

ELEMENTARY

JUDY DOBBERT
Second/third grade teacher
Caldwell Elementary School
Albion, Michigan
1985 Michigan Teacher of the Year

INTRODUCTION: This particular project, which I call "Carried Away With Reading," was designed to foster an enjoyment of reading as a worthwhile, stimulating, and pleasurable activity. Hopefully the reading habits established during this semester-long project will become life-long patterns.

MATERIALS AND RESOURCES: The teacher prepares a bulletin board to motivate student participation, a chart to keep track of balloons earned, colorful round stickers to symbolize balloons, mimeographed and laminated notes to be attached to the balloons.

The teacher should also arrange for a classroom collection of library books prepared with the help of the librarian, book report forms, a helium tank, balloons, string, and adult helpers for balloon launch day.

PROCEDURES: Create a festive bulletin board with real balloons titled "Carried Away With Reading" and a chart bearing the name of each child in the class. Allow space after each name for the addition of future balloon symbols.

The children in my classroom participate in this project from January until the last week of the school year in June. They are encouraged to spend free time in the classroom or at home reading library books. As a book is completed, the child must write a book report detailing the main characters and the setting of the story. The child must also recount the main events of the story and describe his or her favorite event from the book. Oral reports may also be used as an alternative for younger children. You should keep a record of the number of pages read in each book.

As a child completes 150 pages of independent reading, he earns a balloon symbol next to his name on the classroom chart. There are no restrictions on the type or length of book that a child may read, except that the book chosen must be at the same reading level as his regular reading text. Children may use books from the school library, from a classroom collection, from the public library, or any other appropriate source.

The class selects a day for its balloon launch. The children understand that each balloon earned on their chart symbolizes a real helium balloon that will be launched on that selected day.

Two days prior to the balloon launch, the teacher prepares copies of a small note that will be attached to the string of each balloon. Our particular note states:

HELLO! I am (name). I live at (address). I sent you this balloon on June 3,1985. Where and when did you find it? Please write and tell me about yourself.

Each child fills in the appropriate number of notes based on the earned balloons on his chart. These notes are then laminated to be used on launch day.

On the selected day, the entire class goes to the playground to prepare for the launch. Several adults are needed to help inflate, knot, tie strings, and attach notes to the balloons. When all the balloons are inflated, the children release them simultaneously. It makes quite a sight! We have received letters from five neighboring states and Canada. Our largest launch to date has been 350 balloons.

Don't forget your camera to record those happy faces as your balloons are set free!

SPEECH/SOCIAL STUDIES

BARBARA SMITH
Speech, debate, English teacher
Miami (Oklahoma) High School
1985 Oklahoma Teacher of the Year

INTRODUCTION: Hold a Mock Congress in advanced speech classes following a unit on the study and practice of parliamentary procedure. Students who have a working knowledge of parliamentary procedure, its purposes and principles, can participate successfully in this two to three-week lesson.

OBJECTIVES:

1. Students will develop skills in research and the use of evidence to support logic.
2. Students will develop skills in persuasive speaking.
3. Students will develop knowledge of the mechanisms of parliamentary procedure that provide for the will of the majority while protecting the rights of the minority.
4. Students will gain understanding and appreciation of the legislative process in a democratic form of government.
5. Students will develop skills in legislative debate.

PROCEDURES: Following a unit in parliamentary procedure, give students examples of legislative bills and resolutions. Discuss the format of each, and assign the class exercises to help them recognize the differences between the two.

The class is then divided into committees on various aspects of government, state or federal, such as education, social welfare, economic, foreign policy, etc. Each committee writes proposals for bills and resolutions to be presented to the Mock Congress. Bills are listed in an order of priority for discussion.

Copies of all proposals are distributed to all students. They study them for two class periods as students plan campaigns for or against particular bills and research in the library for supporting information.

The Mock Congress assembles and elects a chairman or "speaker of the house" who will preside. Bills and resolutions are then debated, the first bill from one committee followed by the next, etc. Members must dispose of bills or resolutions in some manner before moving on to the next. Bills may be passed or failed, referred to a committee, tabled or dealt with in any other way permissible under the rules of parliamentary procedure. They are debated in the following manner:

1. The author, a member of the committee, opens the debate on the bill or resolution, with his or her speech, limited to three minutes.
2. A two-minute questioning period follows with a limit of one question to a member.
3. Debate is open from the floor, with a time limit of three minutes per speaker. Speeches alternate from *pro* to *con* unless no member wishes to speak.
4. All speakers must be recognized by the speaker of the house before speaking on either side or making any motions except privileged motions which do not require recognition.
5. Bills and resolutions are open to amendment from the floor, but the amendments must be in writing and be seconded by one third of the members present in order to be considered.
6. Any member who has the floor may yield his or her time to another or may yield part of it for a question.

Motions are made, tabled, amended, etc., as in any legislative session. Students should continue until all bills and resolutions have been discussed and votes have been taken for the disposal of each.

New speakers or chairmen are selected each class period so that as many students as possible get experience at presiding.

Note: Students (and sometimes the teacher) may get so involved that they forget this is a Mock Congress and think these bills have been put into effect!

ENGLISH as a Second Language

SUSAN GENDRICH
Elementary teacher
Bradley Elementary School
Murfreesboro, Tennessee
1985 Tennessee Teacher of the Year

INTRODUCTION: This is a take-off on the television game show "Wheel of Fortune," and is designed for a group of 3-12 children (advanced or beginners, grades 2-6) who will be reviewing specific language items in a fun and educational way.

OBJECTIVES: The children will verbally predict the language item which is presented in the visual closure exercise, and they will demonstrate mastery of the language item by using it correctly in a way you have designated prior to the game's beginning.

Language items may represent categories of words, such as idioms, partitives, states and capitals, or any category of words and phrases the students have been studying.

If the language items to be reviewed were states and capitals, an appropriate usage check would be locating the state on a map of the U.S. If the language items for students to locate were partitives, then an appropriate usage check would be to use that partitive in a sentence correctly. The teacher decides if the language item is used correctly.

MOTIVATION: The day before you are going to play this game, give the children a review list of language items you have prepared from previous lessons for homework. But be sure the children understand that it is important to study because the items will be used in a game like "Wheel of Fortune" on TV. If they have not seen this show, suggest that they watch it if they get a chance.

MATERIALS: Chalkboard, chalk, eraser

PROCEDURES: (Classroom version of "Wheel of Fortune")

Object of the game: To figure out what the language item is from seeing as few letters as possible, and to use it correctly in order to score points for your team. Go over the rules of the game.

Rules:

1. When it is your turn you may guess any letter.
2. If that letter is used in the language item, you may guess another letter. If it is not used, the other team gets to play. (As long as the letter you guess is correct you may have another turn.)
3. If you think you know the answer, you may only guess when it is your turn.
4. If you guess aloud when it is not your turn, your team will lose a point.

Scoring: Each team gets one point for the correct phrase; two points for using the phrase correctly in a sentence. The teacher has the final decison on usage points.

★ Before the game:
- Do a sample puzzle together.
- Tell the children that this puzzle is about states and capitals.
- Place enough blanks on the board to write the name of your state capital.
- Let the children take turns guessing letters until they figure out the answer.
- Write any letters that have been guessed but not used on the side.

NASHVILLE
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LIFE SCIENCES

MARIAN MOECKEL
Science teacher
Edgewood Junior High School
Seven Mile, Ohio
1985 Ohio Teacher of the Year

INTRODUCTION: This "Smorgasboard of the Animal Kingdom" is a laboratory/learning station activity. You can adapt it to any grade level simply by varying the scope and depth of the material. Motivation is not a problem with this activity, since students are naturally curious about the life-forms which surround them. It also allows the teacher to interact with the students in a less formal, more personal fashion as they discover new knowledge about the animal kingdom.

Teacher preparation time is longer than for a standard lecture class, but the excitement your students will display is a valuable reward.

OBJECTIVES: The goal of this lesson, which usually takes two days, is to provide students with an opportunity to observe a sampling of the animal kingdom that will awaken their curiosity, demonstrate animal diversity, and provide hands-on experience. Specifically, students will—

1. Complete a survey of a division of the animal kingdom (vertebrate or invertebrate).
2. Experience, in a variety of ways, species of the animal kingdom which may not be part of their everyday world.
3. Arrange members of the animal kingdom in order from less complex to more complex.

MATERIALS: These include a teacher-produced guidesheet and a collection of specimens or photographs. Some possible sources of specimens include: magazine photographs, biological supply houses, the local veterinarian, the pet shop, textbooks, the grocery store, and weekend and summer trips to the woods, fields, and beaches. One other extremely important source, which cannot be overlooked, is your students. Most kids are very willing to share their found treasures from nature.

PROCEDURES: You might start by haunting yard sales, library sales, and asking for donations of used books and magazines. From these publications you can clip photos of examples of most life-forms.

Begin immediately, also, to assemble a collection of live animals, stuffed or preserved specimens, or animal relics such as shells, bones, feathers, pellets, skulls, hives, cocoons, etc. If you are a collector/saver this part will be easy—even fun. Student donations will also expand your collection.

Once you have assembled an assortment of specimens and photographs, prepare a guidesheet to accompany your collection. The guidesheet should be numbered with the animals arranged in order of increasing complexity. It should include leading questions and provide space for students to record remarks and make sketches.

To put the lesson into practice, set up numbered stations around the classroom. These stations could include live specimens, preserved specimens, relics, or photographs. The numbers at the stations must correspond to the numbers on the guidesheet. This numbering system allows the students to start at any station, circulate at their own pace, and still produce a fact sheet with the animals listed in proper order.

Students will move at different rates and may bunch up at times, but each station has its own appeal and the students generally finish at about the same time.

ELEMENTARY

MARGARET FUCHINO
Second grade teacher
Waimea Elementary and Intermediate School
Kamuela, Hawaii
1985 Hawaii Teacher of the Year

OBJECTIVE: The goal of this plan, which I call *Writing with Sense(s)*, is to have students give clear, complete, and accurate information to others, using descriptive words.

MATERIALS: Chocolate chip cookies (one for every student), chart paper (about 24 x 36 inches) or chalkboard, children's writing paper.

ASSUMPTIONS: That children have learned about their five senses and have had some experience writing sentences.

PROCEDURES:

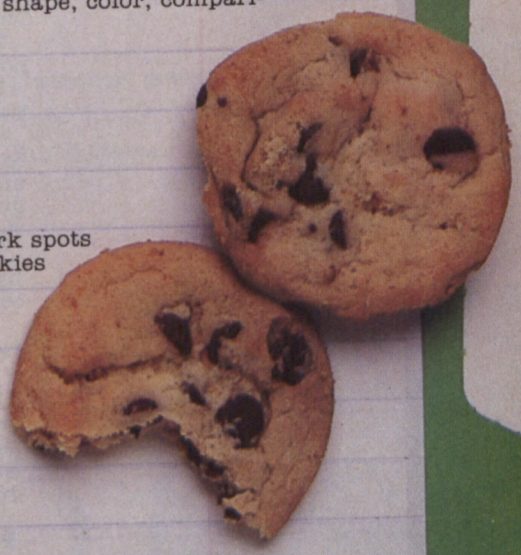
1. Explain that the purpose of the lesson is to describe a chocolate chip cookie to someone who has never seen or eaten one before.
2. Distribute one cookie to each student. Discuss which of their five senses would be used to describe a chocolate chip cookie.
3. Have children use their senses to describe the cookie. Record their responses on chart paper or chalkboard.

"Close your eyes. What does it *feel* like?"
"Now, open your eyes. What does it *look* like?" (size, shape, color, comparison with something familiar)
Sniff it. Take a big whiff. What does it *smell* like?"
"Take a bite. Chew slowly. What does it *taste* like?"

SAMPLE RESPONSES:

Feel	*Sight*
smooth	round
some bumps	light brown with dark spots
firm, but not real hard	as thick as most cookies
	like oatmeal cookies

Smell	*Taste*
chocolatey	sweet
mouth-watering	sugary
buttery	chocolatey
	yummy
	delicious



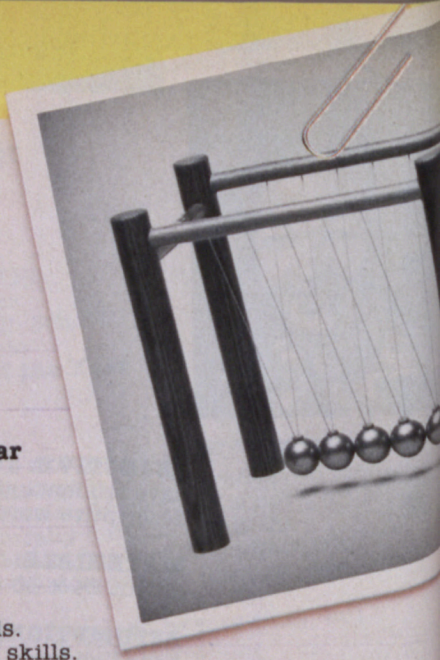
WRITING:

1. Have children write sentences using their responses from the chart. Encourage them to include their own descriptive words.

Examples:
It feels mostly smooth but it has some bumps.
I can poke a hole in it with my finger.
It smells chocolatey and makes my mouth water.

2. Ask children to complete their composition with a sentence beginning with "I" that reflects their experience with chocolate chip cookies, past or present.

Examples:
I like the way the chocolate chips crunch in my mouth.
I like to eat chocolate chip cookies dipped in hot cocoa.
I like to help my mom mix chocolate chip cookies.



SCIENCE

LEROY GOODEY
Science teacher
North Cache Middle School
Richmond, Utah
1985 Utah Teacher of the Year

OBJECTIVES:

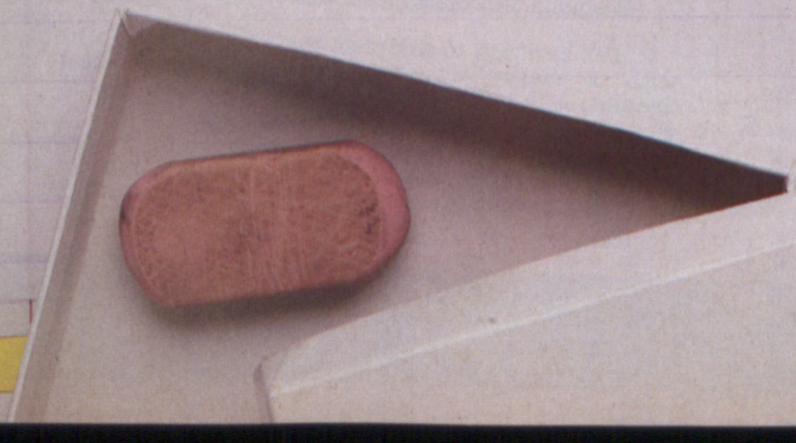
1. To develop students' observation skills.
2. To develop students' critical thinking skills.
3. To give students opportunities to develop hypotheses.

MATERIALS: A large picture containing several objects, collision balls apparatus, a flattened glass bottle and an eyedropper, enough small boxes with lids for each pair of students, small items—each different and found in the classroom, a mirage apparatus (available from Opti-Gone Associates).

PROCEDURES: Tell the students you would like them to use their sense of sight to make observations.

1. Hold up the picture and have the students study it for one minute. Then have them write down whatever they can remember about it.
2. Explain to the students that it is wise to use more than one sense if possible because one sense can play tricks on them.
3. Show them the mirage apparatus with the coin inside. This will illustrate how their senses cannot always be trusted.
4. Divide the class into partners. Have students use their sense of hearing to make observations and a hypothesis by giving each pair a box containing an object. Without opening the box, have each pair make observations and guess what it contains. This conjecture can be shared with the class orally if the instructor wants to do so.
5. Show the students the collision balls apparatus. Have them make hypotheses as to how it works. (Tell them it's more important to think than to get the right answer.)
6. Have students share their hypotheses the following day. Explain the right answer if no one has given it.
7. Fill a flattened glass bottle with water to the top. Put water in the eyedropper as well, then place the eyedropper in the bottle so that it just barely floats. Cork the bottle and adjust the cork so that when you squeeze the bottle, the dropper goes to the bottom. (This is a Cartesian diver apparatus.) Show this to the students and have them make a hypothesis as to the probable cause. (Critical thinking is important.) Share the ideas the next day.

PERSONAL OBSERVATIONS: I have found these simple activities to be extremely stimulating and interesting for my science students. They are especially useful at or near the beginning of the year to stimulate better thinking skills. They are easy to set up, simple to demonstrate, and easily handled by students of different ability levels.



ELEMENTARY

CAROL RENEAU
Sixth grade teacher
Lowther Middle School
Emporia, Kansas
1985 Kansas Teacher of the Year

INTRODUCTION: Choose a country in Europe and design a travel brochure. Approximate class time: two to three class periods.

OBJECTIVES

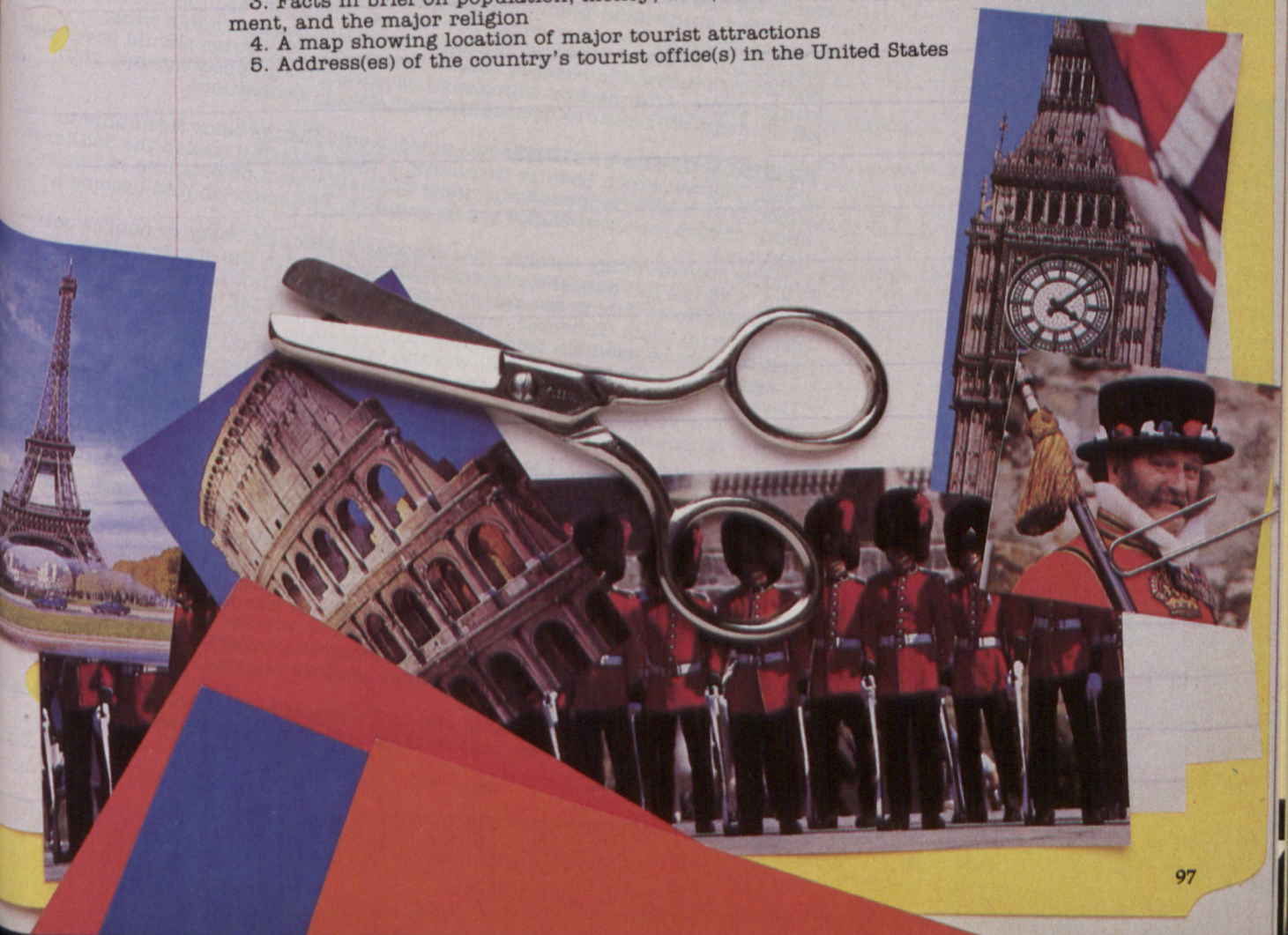
1. To develop research techniques.
2. To develop an understanding of the importance of tourism to a country's economy.
3. To better acquaint the student with a specific country in Europe.

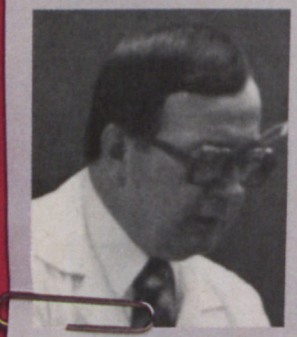
PROCEDURES AND MOTIVATION: Discuss traveling and choosing a destination, including what factors make you choose one country over another.

MATERIALS: Construction paper, magazines, scissors, glue, stencils

TRAVEL BROCHURE CONTENTS:

1. Cover and name of country
2. Three places to visit (with photos and captions)
3. Facts in brief on population, money, area, continent, weather, government, and the major religion
4. A map showing location of major tourist attractions
5. Address(es) of the country's tourist office(s) in the United States





PHYSICAL SCIENCES

EDWARD MUELLER
Physical sciences teacher
Shattuck Junior High School
Neenah, Wisconsin
1985 Wisconsin Teacher of the Year

INTRODUCTION: The following hands-on exploration is adapted from the Science Curriculum Improvement Project and has been used successfully from grade two through teacher in-service. It is an almost foolproof way to get students to observe interactions in their environment and may be used as a motivator for science, language arts, art, spelling, or almost any subject depending on the creativity of the instructor.

MATERIALS: These are low-cost and easily available: From your friendly high school chemistry teacher obtain a half cup of copper chloride (cupric chloride), clear cups (plastic beverage glasses work well), stirring stick, half a coffee filter (the one with sides and no hole in the bottom), and the foil cup from the paper and foil cupcake liners for each team of two or three students.

PROCEDURES:

1. Before the lesson, take the coffee filter half and fold it into a pie-shaped wedge. Fold the cut, straight edges over a half inch and staple high and low. You should have a cone of filter paper.
2. Place a teaspoon of the copper chloride on quarter sheets of plain paper and hand out to students for observation. (Caution students not to taste the powder or the solution.)
3. In the elementary grades have students develop a list of descriptive words for the blue powder. Use notebooks for higher levels.
4. Direct students to pour the blue powder into the filter paper cones and hang them inside the clear cups. The teacher should go around the room placing enough water in the cups to almost cover the powder inside while reminding students to observe what's happening. The water should cover the lowest staple. After several minutes of exploration and observations, younger students will want to develop another list of observations.

POSSIBLE OBSERVATIONS: The powder will change color from blue to green. The wet green powder turns into a blue waterfall (called the Schlieren effect) which also happens to be observable above hot objects like radiators, hoods of cars, or above highways in summer. The water should become a light blue.

Some students may observe that the staple becomes rusty or copper colored. Add the foil cupcake cup and push under with the stirring stick. Observe. (Note: This is not an acid and students do not have to fear if they get some on them. However, suggest they wash any off, after the activity just to practice good lab technique).

Again, younger students will want to talk about what they observed. Develop another word list for the aluminum cup's interaction with the blue water. For young students you might want to introduce the word "interaction." Whenever two things come in contact with each other they interact.

OTHER LEARNING ACTIVITIES: Have students describe in a creative paragraph what they observed and writing an article about some other thing that interact. Take several of the words from the word list that are new and make them part of the spelling lesson. Have junior high and higher level students hypothesize what happened. Suggest drawings as a way to show interaction. Higher level students might use the activity as a springboard into chemical reactions, chemical changes, or the activity series. For adults, it's a good way to show the ease and excitement of hands-on education. Even the most blasé teachers will get excited as a blue powder turns green, a waterfall occurs, and an aluminum cup disintegrates before their very eyes. Leaving the cups overnight might produce another interesting change.

Have fun with the students and don't expect to explain everything. Many of nature's questions are still waiting to be fully explained.

CHEMISTRY

JOAN VALLEE
Chemistry, physics, biochemistry teacher
A.M. Barbe High School
Lake Charles, Louisiana
1985 Louisiana Teacher of the Year

INTRODUCTION: This experiment is always one of my chemistry students' favorites. It provides them with real models to help them understand the otherwise abstract concepts of molecular geometry. Drawing molecules on paper gives students only a two-dimensional view, but constructing models with gumdrops and toothpicks expands their visualization to the third dimension. Although wooden or styrofoam models are available, students prefer these molecules because they're edible at the conclusion of the experiment.

Large gumdrop models are hung from the ceiling or passed around the classroom on exam day, and the students are requested to propose a possible compound which each model could represent based on the colors of the gumdrops, the number of bonds to each, and the number of unshared electron pairs on each atom.

OBJECTIVES: To construct three-dimensional models of simple molecules using gumdrops and toothpicks, and to predict shapes and bond angles of these molecules as well as the polarity of the molecules from these models.

MATERIALS: Gumdrops and toothpicks

PROCEDURES: (Rules for building models are simple and presented to students at the onset of lab. Theory of shapes, bond angles, and polarity has been presented in lecture prior to lab.)

1. In each model, different color gumdrops are used for different elements.
2. One toothpick represents a covalent bond or an unshared pair, only half of a toothpick is necessary to show the diradical for the oxygen model.
3. The students begin constructing models in teams in the lab, each holding up models as they are completed until a group arrives at the correct structure.
4. A list of selected molecules is given to the students, and they construct a chart of their results including electron dot structures, the polarity of the bonds, shape of the molecule, approximate bond angles, and polarity of the molecule.
5. Possible molecules are HC_1, H_2, F_2, Cl_2, HBr, H_2O, CO_2, CH_4, N_2, $CHCl_3$, NH_3, etc.

SOCIAL STUDIES

THOMAS SULLIVAN
Social studies teacher
John Winthrop Junior High School
Deep River, Connecticut
1985 Connecticut Teacher of the Year

INTRODUCTION: This activity—which may take two or three class periods—is designed for eighth grade students who have completed background studies on World War I topics, such as nationalism, colonialism, alliances, balance of power, and neutrality. You can use this activity to make the traditional history curriculum become more realistic to the students. It also capitalizes on the early adolescent's need to interact with peers and to be exposed to exploratory activities.

OBJECTIVES: The lesson helps students understand how nations form alliances and how such ties change the balance of power among nations. It also promotes an understanding of nationalistic ambitions, the problems and benefits of neutrality, and leads to an understanding of possible causes of war. Through this exercise, students also sharpen skills in leadership, negotiation, and organization.

PROCEDURES: Divide the students into fictitious "nations", or groups, of three to five members. Each nation then decides on the type of decision-making process, or government, it will use. Each nation is required to have a head of state, foreign minister, and military advisor. The head of state receives representatives from other nations, facilitates treaty negotiations, and signs treaties. The foreign minister travels to other nations to represent his or her nation. The military advisor is charged with documenting the military strength of his or her nation, and directing the intelligence efforts.

Each nation begins the activity with 100 units of military power. The nation then divides these units among an army, navy, or air force. For example: 50 units of army, 28 units of navy, 22 units of air force. This division is a major decision in that the result of any future confrontation with another nation is determined by the superior number of military units in each of the three military categories. Once this information is determined, it becomes classified so nations aren't aware of another nation's strengths and weaknesses.

After these decisions are made, the nations are free to pursue their own courses in foreign relations. They can negotiate alliances, declare war, spy, or proclaim neutrality. However, when a nation declares war on any other nation, the outcome of the confrontation is determined by the number of units in each of the three military categories. To the winners go the spoils. For example, assume country A had 35 army units, 35 navy units and 30 air force units, and country B had 50 army units, 25 navy units and 25 air force units. Country A would win with the navy and air force, but lose with the army. Revised totals would read: Country A, 0 army units, 60 navy units and 55 air force units. Country B, 85 army units, 0 navy units and 0 air force units.

All of this would have occurred if neither of the nations had any alliances in force. If either or both of the nations had treaties in effect, then additional military units from allies would have been included in the totals used to determine the outcome. Since the treaties are subject to negotiation, the number of military units one nation will commit to aid an ally and the division of any "winnings" will vary from treaty to treaty. For any treaty to be valid, each nation involved must have a copy of the negotiated agreement signed by all heads of state of the nations associated with that treaty. When a nation can no longer defend itself because it has no military units left, it becomes a conquered nation.

You can update this basic design to include the spectre of nuclear weapons. The key to this addition is the fact that when nuclear weapons are utilized, there are no spoils to the victor.

ENGLISH

JEWELL ALEXANDER
English teacher
West Springfield High School
Springfield, Virginia
1985 Virginia Teacher of the Year

INTRODUCTION: Though there are many reasons for studying *The Tragedy of Macbeth*, students often benefit most from those concepts that can be applied directly to their own lives. One such theme, illustrated so richly in *Macbeth*, is that of free will, the one characteristic which the Shakespearean tragic hero possesses and which the Greek tragic hero lacks. Yet as students read the play, they usually fail to see that Macbeth has freedom of choice. Young readers rarely see that Macbeth—and only Macbeth—took dagger in hand and committed regicide. They frequently ignore the key point that, at any time up to striking that first blow, Macbeth was free to say *no!*

OBJECTIVES: In this three-part lesson that spans four or five weeks, students will compare the Greek tragic hero to William Shakespeare's tragic hero, and define Shakespearean free will as it applies to the character of Macbeth.

PROCEDURE I: Four or five weeks prior to introducing Shakespeare's *Macbeth*, have students read the following anecdote, "The Bump-off." Give them 30 minutes to read it and answer the questions at the end.

Mack and Maureen went together all during high school. They were very much in love, knew each other's hopes and goals, were together every day. Both knew that Mack's greatest dream was to captain the baseball team. The trouble was that Scotty, one of the nicest, most popular guys in school, had the captaincy nailed down.

"It's not fair," Maureen thought. "If only Scotty were out of the way."

Maureen got an idea. Most of the team members and their dates were meeting on Saturday for pizza at Mario's. She remembered that fun-loving Scotty liked to play games on the wide, old-fashioned staircase at Mario's. She could see him now running down the stairs, three at a time, or sliding down the banisters. "What would happen if he should fall?" she wondered.

Maureeen told Mack. She could easily get Scotty over to the stairs, she said. She could even dare him to show off. It would be so easy for Mack to bump into him, just a teeny little bump, nothing obvious. Mack jumped at the idea at first, but he changed his mind when Scotty and the others got to Mario's. He liked Scotty, he told Maureen; but she kept at him.

Well, finally...

Scotty recovered from the fall, but his dream of being a professional baseball player was dead. Mack was the unanimous choice to be the captain of the team, but everything seemed to go wrong. They went from State Champs to a losing season in one year.

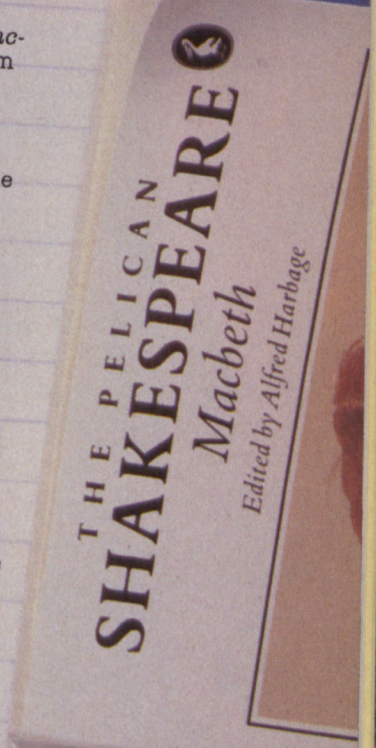
Mack and Maureen broke up the summer after graduation, and she sort of disappeared. Somehow Mack never settled down. He could not seem to get over bumping into Scotty, even though Scotty said it was okay. After all, it was an accident, wasn't it?

Questions: Who is to blame for Scotty's "accident"? Mack? Maureen? Briefly explain: Why did Mack give in to Maureeen's suggestion? Why is Mack unable to settle down after the accident? What should Mack have done when Maureeen made her suggestion? Why did Mack and Maureen break up?

PROCEDURE II: Compose a modern-language version (omitting many of Macbeth's lines) of *Macbeth*, Act 1: Scene 7. Have students fill in the blanks using modern language to express what they think Macbeth should say.

The following day, distribute papers so that each student has a classmate's paper. On the back of the completed scene, have each student-reader answer this question: Does this Macbeth have free will? Explain briefly.

PROCEDURE III: Return completed papers from Procedures I and II. In a 40-minute timed writing have students compare Mack and Maureen to Macbeth and Lady Macbeth.



GOVERNMENT

GARY JOHNSON
Fifth grade teacher
Sunnyside Elementary School
Pullman, Washington
1985 Washington Teacher of the Year

INTRODUCTION: This "Choosing a Government" lesson is designed for grades 4-8, and follows a lesson in which students select a "mystery island" location to settle. They are then ready to establish a government for the settlement.

OBJECTIVES: The lesson is designed to acquaint students with the way problems are solved and consensus reached. It exposes students to various forms of government that have existed throughout history (or still might exist today). And it allows students to form strategies, analyze questions, respond quickly, and sharpen their debate skills. (Quite often the students must defend their choice or critical positions).

PROCEDURES: Divide students into groups of five or six. Allow about three 20-minute periods to discuss the forms of government listed below on the sample handout sheet. The lesson concludes when each group reports to the class the choices that were made according to the lesson directions. The class is allowed to ask questions of each group.

Sample Handout Sheet

You're a member of a new settlement. Because your settlement's population is growing and needs some control, you've been selected by the rest of the settlement to establish a new form of government. Don't worry about the size of your settlement or the occupations of your settlers. It's your responsibilty to select the form of rule—from the list below—that you feel will operate the most smoothly, and to list reasons for choosing the one you did. You must also pick the form of government you think is weakest and give reasons for your selection.

Forms of Rule

1. A group of the wisest women in your settlement will be selected to rule. They will have full authority in all matters of governmental operations. They alone will have the power to replace themselves. They will try to rule wisely and fairly, and keep the best interests of the people in mind at all times.

2. One man will be chosen as ruler. He will have all the power in the settlement. He alone can replace himself, and he will make all decisions. He will try to be fair and just. He will be the wisest and most popular person in your settlement.

3. All settlement members will work for the best interests of the settlement. There will be no personal belongings. Instead, everything will belong to the settlement for community use. The wisest and fairest members of the settlement will decide how and when to use the resources of the settlement. They can be replaced by the people if they fail to do an honest job.

4. All the people in the settlement will rule. Each will have an equal vote in deciding what is best for the group. The majority decides what action will be taken. There will be no leader, but rather a temporary chairperson with no power to make rulings.

5. The people who are the richest and brightest ones in the settlement will rule. They will have all of the power and will decide who replaces them. They will try to be fair and just: they are certainly the best-educated members in your settlement.

6. A leader will be chosen by your settlement to make the decisions. Another body of people will be elected to make sure he or she is doing the right things. This body of elected people will represent the feelings of your people. Both the leader and the representative body can be changed through elections if they fail to do a good job.

WORLD HISTORY

TERRY DOZIER
World history teacher
Irmo High School
Columbia, South Carolina
1985 National Teacher of the Year

INTRODUCTION: The Medieval Fair culminates a six-week unit on the Middle Ages. While students prepare for weeks, the fair itself is a one-day event. All students participate in the fair and dress in a medieval style. This participation counts for half the daily grade for the grading period.

Following are the activities students choose from. While all projects require outside research, those marked by an asterisk entail extensive preparation, and students who choose to participate in them receive a grade for their efforts that may be substituted for a test score.

*Puppet Show	Trumpeters	Backgammon	Minstrels
Merelles	Chess	Arm wrestling	Trapball
Archery	Quoits	Staff combat	*Human chess match

OBJECTIVES:

1. To bring a unique historical period to life by having students experience the Middle Ages.
2. To stimulate independent, in-depth research on topics selected by students.
3. To allow students to receive recognition for skills that don't often surface in class.

RESOURCES NEEDED: Scorekeepers for competitions, staff to set up (then clean up) the fair grounds.

PROCEDURES: The fair can be constructed around various themes, including medieval personalities; warfare; lifestyles; art and architecture; the plague; the Crusades; recreation; issues of the church; and myths, legends, and wizardry. The agenda might look like this:

I. GRAND PROCESSION: Trumpeters announce the arrival of the king and queen of the fair, who lead a procession of all participants around the field. After the king announces the official opening of the fair, the crowd watches in dismay as his knights lose a surprise skirmish, along with a few maidens, to a marauding band of barbarians. Ultimately the horde is challenged to a human chess match for possession of the maidens. Activities begin.

II. MEDIEVAL PLAY

III. MEDIEVAL MUSIC AND DANCING

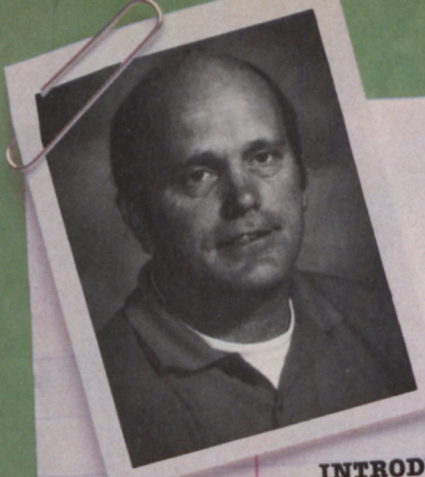
IV. SELECTED INTEREST AREAS: Students browse through tents of the various guilds to examine displays (individual projects), attend demonstrations, and observe competitions. Board game competition begins (backgammon, merelles, chess, arm wrestling), as do the puppet show, fencing demonstration, and instruction in medieval heraldry.

V. JOUSTING OF THE MINDS: Representatives from each class compete in a contest of scholarship. Questions, selected from the themes of the fair and researched by all world history students, determine who is the supreme medieval scholar.

VI. ATHLETIC COMPETITIONS

VII. HUMAN CHESS MATCH: Royalty and barbarians take positions on the green and white checkered lawn that serves as the chess board. Carefully orchestrated combat to the death determines the winner of each square. Finally, the all-important center square is captured by the royalty, ending the match with the barbarian ruler's death.

VIII. GREAT FEAST



WRITING

Rick Wetherell
English teacher
North Bend (Oregon) High School
1985 Oregon Teacher of the Year

INTRODUCTION: Like many other skills, writing demands practice and experience—whether the assignment calls for descriptive, expository, narrative, or persuasive composition. To strengthen students' writing experiences, I have developed what I call a writing skills development sheet, or WSDS.

It is an opportunity for students to approach writing one sentence or one thought at a time.

OBJECTIVES: You can explore any area of English—spelling, vocabulary, grammar, literature, composition, or punctuation—with the WSDS.

The WSDS format provides space for a brief, initial try at some pedagogical goal—writing a sentence using a simile, applying a vocabulary word in a sentence, creating a sentence that uses a particular punctuation mark. Then directly beneath, there's space for a revision of similar length that's meant to be an improvement over the original. Generally between the time the original and its revision are written, we have had an intervening discussion of relevant rules or criteria, and have stacked some of the original sentences up against them.

I also use the sheets to help students learn how to describe characters from literary works, to apply rules of grammar (verb-noun agreement), and to vary sentence structures (complex-imperative).

We also use the writing sheets to have fun: to write one-sentence acceptance speeches after winning Miss America or Mr. Universe contests, describe our favorite meals, and finish sentence beginnings such as "I am afraid...." Because of the brevity of the assignment and the desire to be included in the activity surrounding it, few students are nonparticipants.

These sheets can be used at any level or grade. An exercise can be done as frequently or as infrequently as desired; I usually wait for the students to ask for it.

Evaluation is simple. Rate each original sentence and revision on a 0-10 basis. (All students know what a 10 is.) Since the page is set up to deal with five pairs of sentences, a perfect WSDS would equal 100 points. When they have completed the five pairs, I have students write a paragraph using one of the sentences as a topic sentence.

MATERIALS: Writing utensil and imagination (student and instructor).

ENGLISH-WETHERELL

_____ Name

_____ Period

Writing Skills Development Sheet

Number _____

personification 1. The aching refrigerator gasped as the power sputtered off.

(Revision) The refrigerator coughed, then sputtered out with a sigh when the power went off.

simile 2. _____

FOREIGN LANGUAGES

MARGARET ENGEBRETSON
German, mythology teacher
Cass Lake (Minnesota) High School
1985 Minnesota Teacher of the Year

INTRODUCTION: These lessons will help beginning students of most European languages become proficient in the numbers 1-100. Oral proficiency must be achieved before written skills are introduced.

OBJECTIVES: After seven days, students will be able to pronounce and spell the numbers from 1 to 100 and use them in sentences and arithmetic problems.

MATERIALS: Flash cards (homemade or store-bought) showing numbers 0-100, flash cards displaying simple arithmetic problems involving numbers up to 100; audiotape recorders; several pages of simple arithmetic problems with answers; actual or simulated currency of a country that uses the number system; several pages describing simple purchases in which it is necessary to make change.

PROCEDURES: Begin with oral practice in simple counting, and proceed through use of foreign language numbers in arithmetic problems, sentences, spelling of numbers, and in playing games and making audiotapes.

The approach should be constantly varied. Counting can be done individually, in small groups, with the entire class—it can be done backwards or by twos. Pairs of students can practice with flash cards, recording their responses and listening to the results for accuracy of pronunciation. Or one student can read arithmetic problems from the prepared pages of problems to a partner, who reponds with the answers. If the pair tape their exercise, both students can check pronunciation. Similar use can be made of the prepared pages of transactions calling for making change.

Once oral proficiency is achieved, introduce the spelling of numbers from 1 to 100.

Day One: Teach oral counting from 1 to 10 using group and individual repetition. Stress correct pronunciation of sounds rather than memorization. Assign students to count orally from 1-10 at home at least 10 times.

Day Two: Add counting backward. Give simple oral addition and subtraction problems. Count students, books, desks, and so on. Divide the class into groups and have each practice counting drills.

Day Three: Review practices from days one and two by having students test one another on counting from 1 to 10 and 10 to 1. When the entire class has demonstrated oral proficiency, present spelling of numbers from 1 to 10. Assign the spelling as homework.

Day Four: Give a spelling quiz of 1-10. Introduce numbers from 11 to 20. Show how the number system builds on 1-10 according to a pattern, as well as how it departs from the pattern. Have students practice the numbers 11 to 20 orally. Use the same group and individual repetition as before, continuing to stress pronunciation accuracy. Show students how to write the numbers 11-20.

Day Five: Review exercises with 1-20. Introduce the basic decimal intervals after 20—30, 40, 50...100. Point out any numbers that don't fit a basic pattern. Have the students count by 10s to 100. Have them do so at home.

Day Six: Introduce the formula for making numbers within the decades 20, 30, 40, etc. Show any departures from the basic pattern. When students are proficient in pronunciation, show them how to write the numbers from 21 to 100. Assign as homework written addition and subtraction problems.

Day Seven: Have students demonstrate their mastery of the numbers from 1 to 100 in a dictated test that includes spelling. After the test, have the students improvise skits, in which knowledge of the numbers 1-100 is necessary for the plot to unfold.

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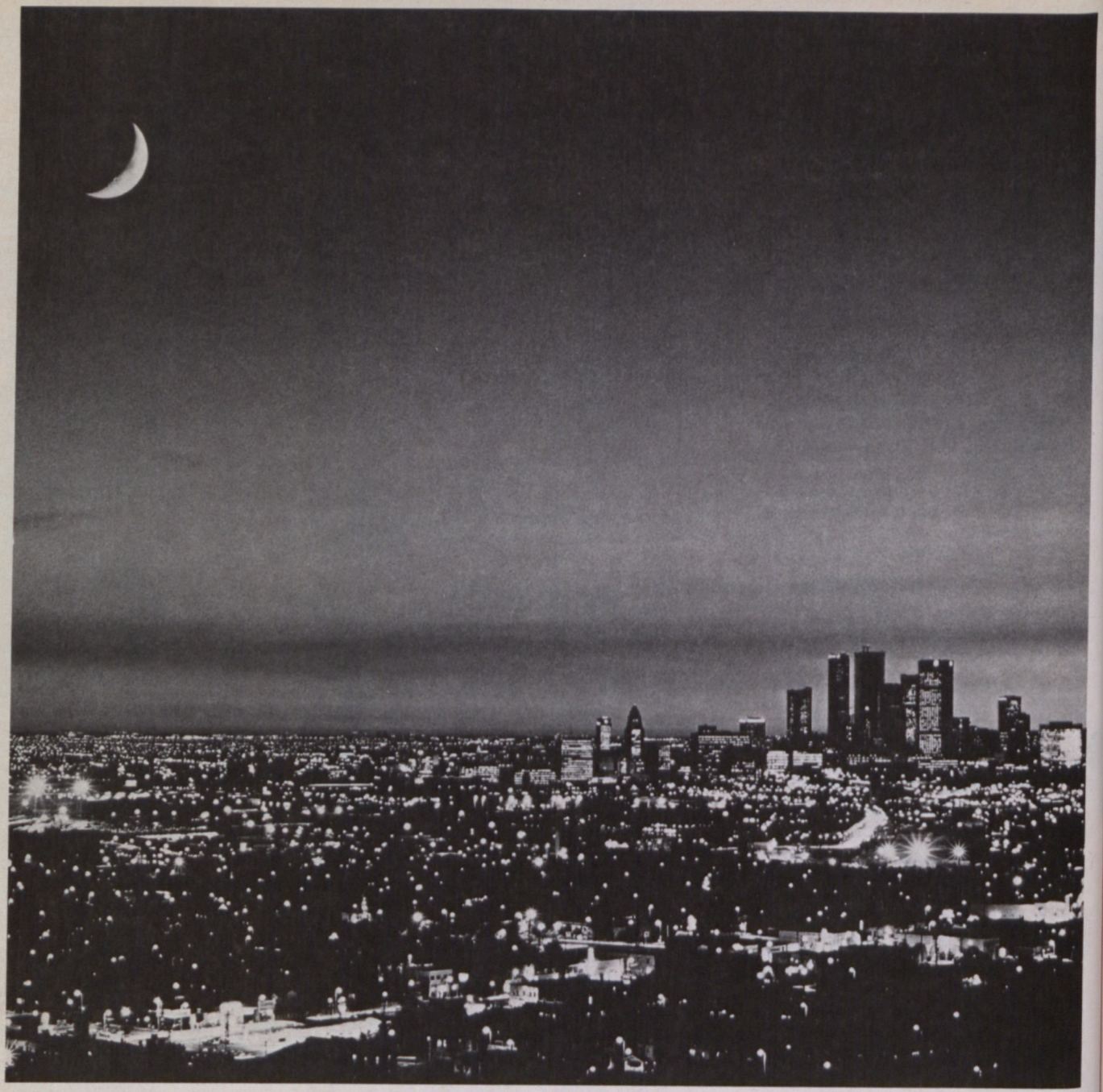

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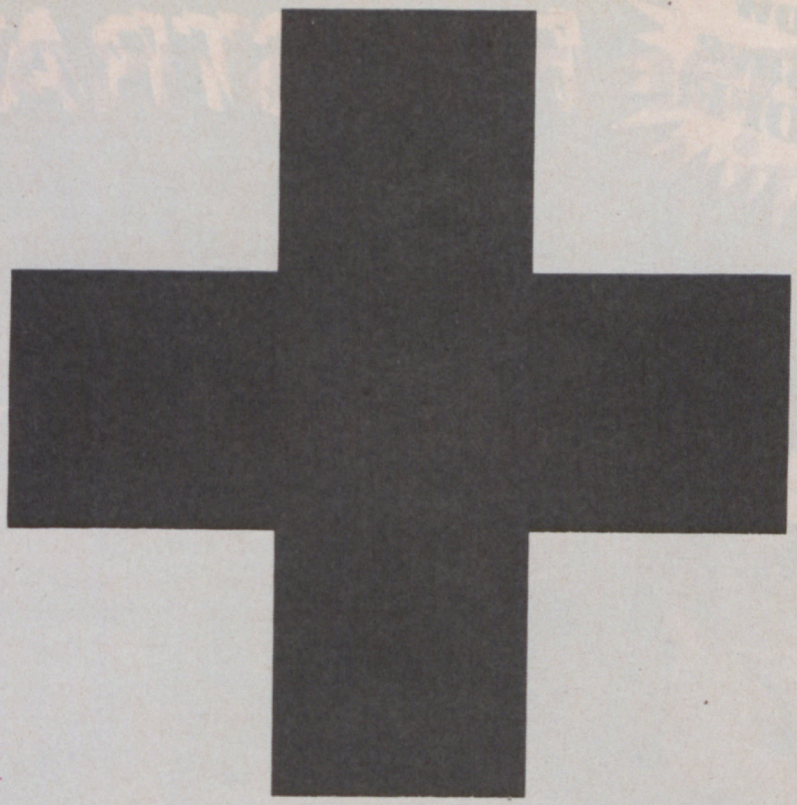

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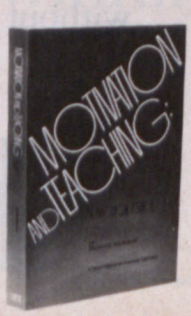

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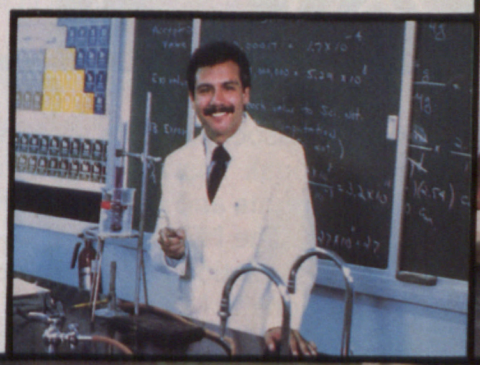

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NEA MemberCare: helping you pay the high cost of medical treatment.

Medical costs are rising all the time. Today, more than ever, it's vitally important to have "complete" insurance protection to cover expensive health care bills, as well as many of the hidden costs of being hospitalized. Without adequate insurance, you might find that you have gaps in your coverage that could seriously deplete your family's financial resources. This is where Special Services' unique MemberCare Program* can help you.

Underwritten by LINA and MONY, our plans have been developed after careful analysis of the health insurance needs of members. Our In-Hospital Plan will help you meet the hidden costs of being hospitalized; In-Hospital Plan (Option I) will double benefits for cancer or intensive care; Supplemental Major Medical Plan helps pay your 20% co-insurance payment; and Excess Major Medical can protect you in the event of an extended illness. In addition, for members over the age of 65, we have a Medicare Supplement Plan to help with your special needs.

*Check availability with your state association.

We all know the feeling when we're shopping and come across a real bargain. Unfortunately, it doesn't happen all that often, because a true bargain means more than just a good price; it means quality too. At Special Services we're always seeking out such values. And by using the bargaining power of the Association we're able to pass them along to members at remarkable savings.

Vitamins for less.

Millions of Americans rely on vitamins to enhance their health and well-being. But the price for such benefits can add up quickly, a few dollars at a time. What can you do?

Try buying your vitamins through the Unified Vitamin Program. We offer a wide variety of professional quality vitamins and minerals at prices up to 50% off name brands!

All you have to do is read through our free catalog, decide which vitamins you want, and call our toll-free number to place your order. Your request will be processed quickly and mailed right to your door.

In addition to a complete assortment of vitamins and minerals, the Unified Vitamin Program also offers a unique selection of health and beauty aids at great reductions in price. So stop paying more than you have to. Start using the Unified Vitamin Program today.

Books for less.

The prices of hardcover books can make even the most avid reader think twice before making a purchase. Fortunately, there's a way you can enjoy the pleasures of reading today's best sellers without the high cost: the NEA/Literary Guild Book Club.

When you join you can choose any five books from our catalog for the amazingly low price of only 49¢ each, plus shipping and handling. After that, your only obligation is to buy one more book at regular low Club prices.

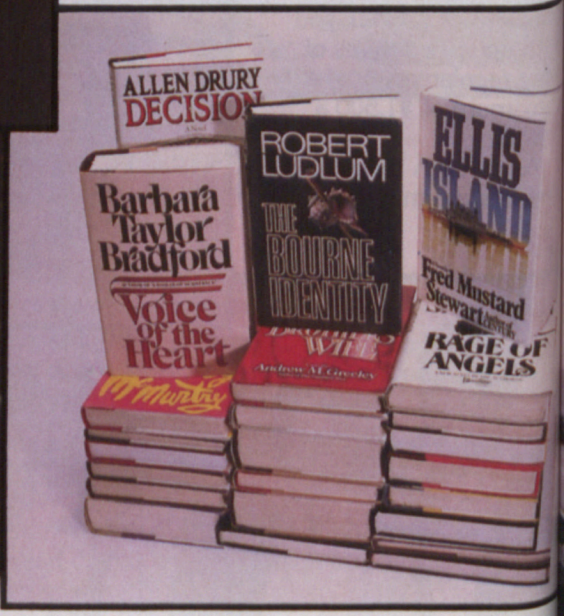
But that's not all. You also get a free NEA/Literary Guild tote bag, special NEA $5 discount certificates and exciting best sellers at the lowest prices around. Stock up your personal library today with the NEA/Literary Guild, and beat the high cost of reading.

"Preferred" credit cards for less.

Now, through Special Services' Unified Credit Card Program,* you can get MasterCard and Visa at a specially reduced annual fee—one third off the regular price! These convenient credit cards are honored at over 3,500,000 establishments worldwide, and offer unparalleled convenience and flexibility.

What's more, each credit card proudly displays your membership in the Association, and entitles you to

*Check availability with your state association.



NEA Discount Programs can save you time an

many "preferred" benefits that regular MasterCard and Visa don't offer:

- Up to $2,000 initial credit line;
- An additional MasterCard or Visa at no additional cost;
- A 5% finance charge rebate every year;
- No liability for lost or stolen cards;
- MasterCheck cash advances;
- Up to $300,000 travel insurance;
- Lost card registration service;
- Lost luggage insurance;
- Emergency travel service;
- Rental car deductible coverage;
- Toll-free service, travellers' message service, and much, much more!

Use the member's service card at the end of this section to send for more information and an enrollment form. Once you start using your Unified Credit Cards, you'll wonder how you managed without them.

Car rentals for less.

When you need to rent a car, you look for two things: a reputation for reliability, and a good price. With NEA/Hertz Car Rental Program, you get both!

First, as an NEA member you are entitled to a special NEA/Hertz discount card for savings every time you rent.

And second, you'll be renting from Hertz, America's leader in locations, service and reliability. All you have to do is use the member's service card at the end of this section to get your free NEA/Hertz discount card. Then, before you rent, call the 800 number on your card to arrange for the lowest rate possible. The next time you rent, rent with NEA/Hertz and drive a great bargain.

Prescriptions for less.

It can be difficult enough coping with an illness or ailment without the added worry of high-priced prescriptions. Now, by using the NEA Prescription Service, you can receive the medications you need at significant savings. Here are answers to some commonly asked questions about the service:

- **How do I participate?** All you need is our free catalog to order medications from our extensive list of prescription items.
- **Can I get the items I need?** The NEA Prescription Service offers more than 6,500 prescription and 7,000 over-the-counter items. If your items aren't listed in our catalog, simply write for a free price quote.
- **Who fills my order?** Your order is processed by America's Pharmacy, Inc., the most technically advanced pharmacy in the country.
- **How can I save even more?** For even greater savings, ask your doctor to allow for a generic substitution wherever applicable. Generic medicines are identical to name brands and can save you up to an additional 50%.

Don't forget about state and local discounts!

In addition to these special discount programs, you may be able to find even more savings right in your own hometown.

Many state and local associations provide special member discounts on a variety of products ranging from furniture to eyeglasses to tires to special insurance plans. Be sure to check with your state and local associations before you buy.

oney.

The NEA Travel Program is your ticket to adventure.

There are few pleasures in life more enjoyable than a well-deserved vacation. Whether you prefer the sun and sand of the Bahamas...the ancient treasures of China...the history of Israel...or the grandeur of Europe...a vacation can be a priceless experience that you'll remember for years to come.

Unfortunately, many of us also may remember the hassles of making airline or hotel reservations, the unpleasant surprises of a poorly organized tour, or an expensive bill that can diminish the pleasure of a trip.

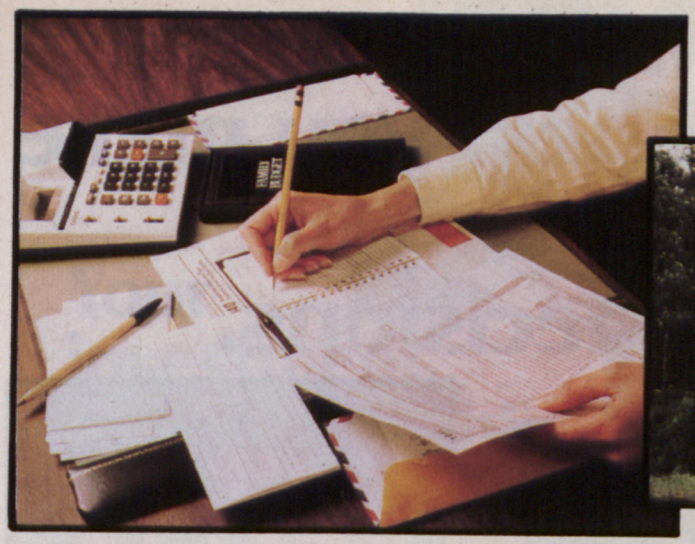
Thanks to the NEA Travel Program, it doesn't have to be that way. We offer a variety of complete tour packages, including many reasonably priced tours that can really help stretch your vacation dollars. In addition, your payments are placed in special accounts to ensure that your travel investment is protected. Next time, take an NEA tour and relax...for less.

Don't forget to protect yourself.

Most of us feel more secure when we purchase travel insurance before a trip. Now, with NEA Accidental Death and Dismemberment Insurance (described earlier), you can get valuable AD&D coverage that's in force all year long, home and away, 24 hours a day. NEA AD&D is more convenient than travel policies you buy at the airport; it can offer you greater coverage; and you can receive year 'round protection for the same price as many travel insurance policies that only protect you for one trip. The NEA Travel Program also offers optional coverages to protect against trip cancellation, baggage loss and sickness.

Preferred Travellers Mailing List.

Many of our tours and special packages fill very quickly. If you want to be among the first to receive NEA travel information, all you have to do is enroll as a Preferred Traveller. Fill out the card at the end of this section to be placed on the Preferred Travellers Mailing List, and you'll be guaranteed a first chance to sign up for the tour of your choice.



Retirement Security means saving today... for tomorrow.

These days, when it comes to financial security, it seems as if everyone is talking about one retirement plan or another. And with good reason. Changing tax laws and economic conditions have given Americans more opportunities than ever to reduce their yearly tax bills *and* save for their retirement at the same time.

One of the best ways to do this is to invest in a tax-deferred annuity. And, as an employee of a public educational institution, you have a special advantage. Under Section 403(b) of the Internal Revenue Code, you can invest in what are known as "flexible premium tax-deferred annuities." What are the advantages of such annuities?

- Taxes on the money you invest are deferred until after withdrawal, usually when you retire and are in a lower tax bracket.
- Taxes on the interest your money earns are also deferred until you retire.
- Most people working in professions not covered by Section 403(b) have to pay taxes on their principal investment. As an employee of a public educational institution, you don't.
- Purchasing a TDA could put you into a lower tax bracket this year.

The UTP Tax-Deferred Annuity Program: save now...and later!

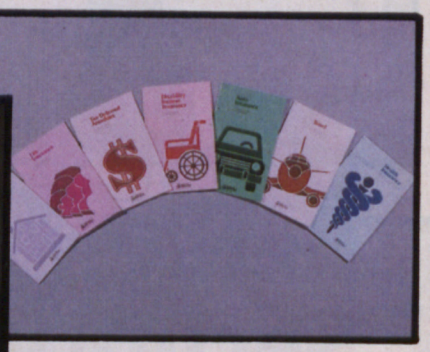
Special Services and Horace Mann Life Insurance Company have worked together to create a special tax-deferred annuity to meet your needs. It's called the United Teaching Profession Tax-Deferred Annuity Program (UTP TDA).*

Available in most states, the UTP TDA is a 403(b) TDA that can help you accumulate the cash you need for a comfortable and secure retirement. It gives you all the special advantages you are entitled to, plus it has been custom-designed to meet the needs of members.

We take your retirement needs seriously. You should too. With a tax advantage today and retirement security tomorrow, the UTP Tax-Deferred Annuity can help you retire with the money you need for the life-style you want.

*Check availability with your state association.

Consumer Awareness can help you make the right decisions.



Information is the key to understanding complicated consumer issues. And Special Services puts valuable information right at your fingertips with our series of Consumer Guides.

Each one has been thoughtfully written to provide you with pertinent information about a specific topic. In addition, all of our guides are unbiased—they simply provide you with the facts and let you reach your own decisions. Our guides may not turn you into an overnight expert, but they will give you the greater understanding you need in today's competitive world.

Best of all, the guides shown are *free* for the asking by simply checking off the appropriate box on the member's service card at the end of this section. Read them today, and buy with confidence.

Travel.

This 48-page guide covers just about every travel topic to help you keep vacation costs and headaches to a minimum.

Homeowners Insurance.

Do you know the difference between HO-1 and HO-3 coverage? Learn what to look for in a policy and how much coverage you really need.

Life Insurance.

Which is better for you—whole life or decreasing term? Find out what type and what amount of coverage you need to protect your family's life-style.

Tax-Deferred Annuities.

How can TDA's save you money today? This up-to-date guide explains everything you need to know about this valuable investment opportunity. There's also a special workbook that provides guidelines for evaluating individual TDA products.

Disability Income Insurance.

Learn how you and your family can be financially secure in the face of a crippling disability.

Auto Insurance.

Do you really understand all the aspects of your automobile coverage? This guide explains all the facts and intricacies of this highly complex insurance.

Health Insurance.

Do you understand your current health insurance policy? This guide explains basic health coverage, Major Medical, Health Maintenance Organizations (HMO's), Individual Health Insurance, and more.

New! Understanding Credit.

Understand the inner workings of the credit industry, important information about your rights and tips on how to control credit rather than let it control you.

Questions?

If you ever have a consumer question or servicing concern with a nationally-sponsored program, help is as near as your phone. You can call the NEA Consumer Hotline from 9:00 a.m. to 4:30 p.m. EST at 800-424-8566. (In Alaska and Hawaii call collect 202-822-7761.) If you would simply like more information about any NEA Special Services Programs please write:

NEA Special Services Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

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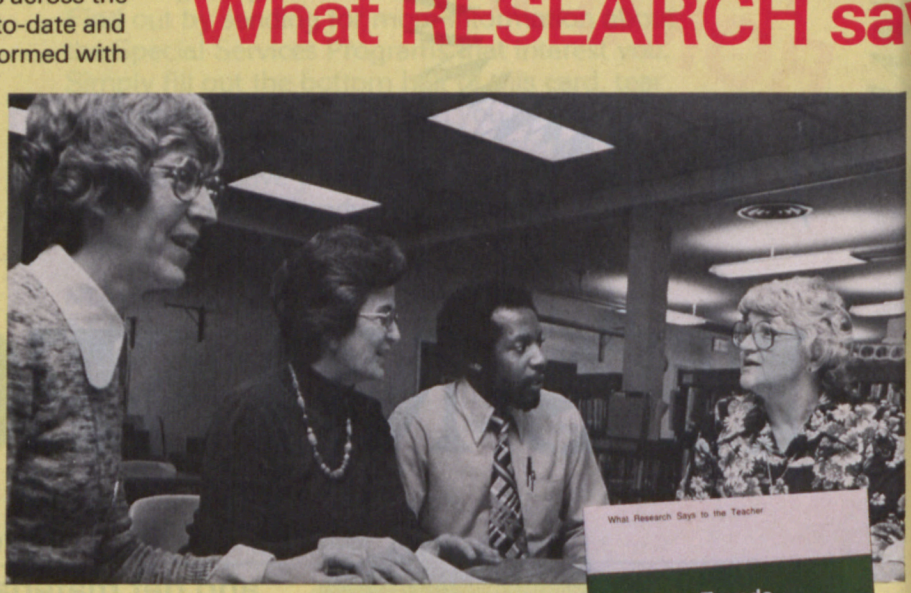
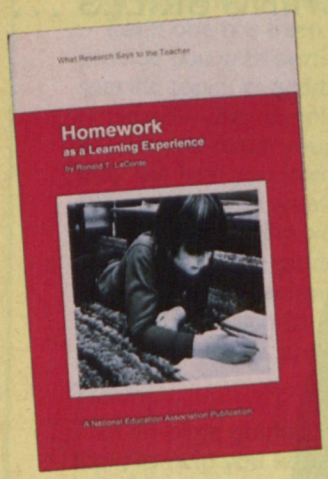
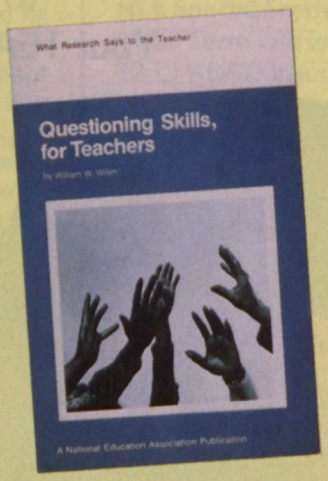




Homework as a Learning Experience presents numerous ideas and suggestions to make homework a meaningful experience, not dreaded drudgery, and outlines creative approaches for teachers to use which have been evaluated through research.
(1036-1-10-DB) **$2.50.**

Disruptive Student Behavior in the Classroom explores promising practices teachers can use in responding to discipline problems that emerge in their classrooms. *Second Edition: 1985.*
(1064-7-00-DB) **$2.50.**



Questioning Skills, for Teachers concentrates on the impact of questioning techniques on student thinking, achievements, and attitudes, including questioning strategies and approaches for analyzing classroom questions.
(1058-2-00-DB) **$2.50.**

Parent-Teacher Conferencing examines the resources about parent-teacher conferences and suggests effective ways for teachers to improve their communications with parents and involve them in the educational development of their children.
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Motivation provides accurate, reliable information teachers need to move forward in changing the classroom climate in a succinct, comprehensive, up-to-date way.
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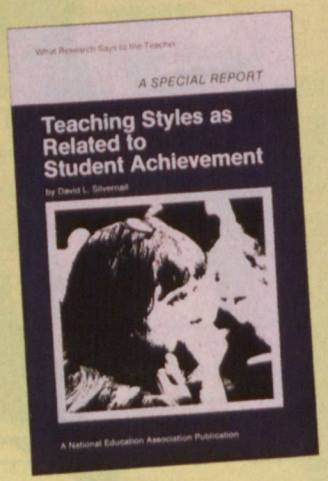

Teaching Styles as Related to Student Achievement concentrates on feedback, questions, structuring activities, clarity, task-oriented teaching, classroom reward structures, and student perceptions of classroom climate.
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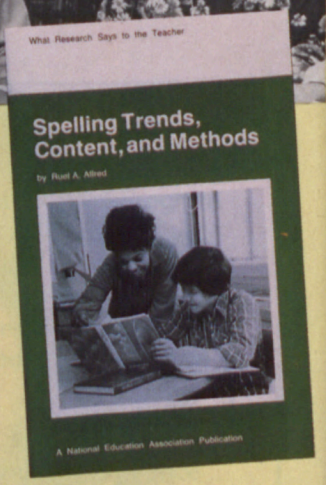

Spelling Trends, Content, and Methods presents the most recent research findings about the nature of spelling, its place in the curriculum, latest developments, and trends for the future. Practical classroom application of the research findings is provided through numerous examples.
(1062-0-00-DB) **$2.50.**

The Newspaper in the Classroom provides suggestions for utilizing newspapers in the classroom as a motivation device, and also as a subject of study.
(1048-5-00-DB) **$2.50.**

Behavior Modification surveys the literature and discusses ways in which disruptive behaviors may be identified, monitored, reported, and modified. *Second Edition: 1985* (1065-5-00-DB) **$2.50.**

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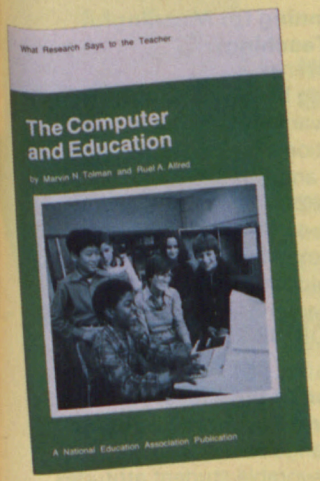

The Computer and Education provides useful guidelines for teachers regarding computer uses in instruction. Focuses on computers and present availability and use, classroom applications, major curriculum areas.
(1061-2-00-DB) **$2.50.**

Writing in the Content Areas offers an overview of the historical position of writing skills in their relation to the total curriculum and includes ideas for teachers to help their students become better, clearer writers in daily classroom work.
(1060-4-00-DB) **$2.50.**

Creativity in the Classroom concentrates on the area of creativity as related to methods, curriculum, identification and assessment, and patterns of development.
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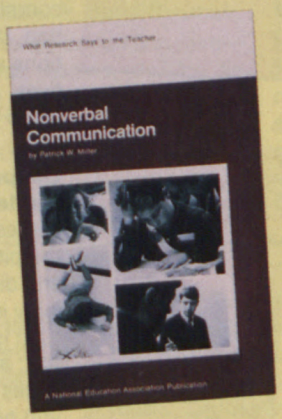
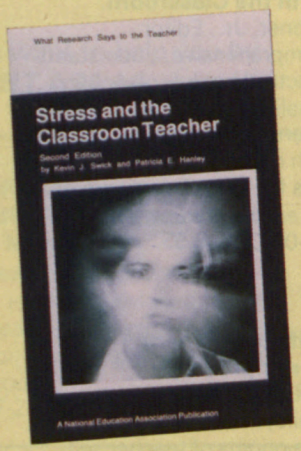


Nonverbal Communication gives teachers techniques to become better "listeners" and "senders" as a method of improving classroom instruction. Offers clear examples of hidden meanings/attitudes frequently revealed.
(1053-1-00-DB) **$2.50.**

Cooperative Learning: Student Teams tells teachers how to implement the most effective results of project groups, laboratory groups, and discussion groups into a student-student/student-teacher approach across the curriculum and grade levels.
(1055-8-00-DB) **$2.50.**



Stress and the Classroom Teacher focuses on the nature of stress and effects it has and offers numerous alternatives for application in and out of the classroom. *Second Edition: 1985.*
(1063-9-00-DB) **$2.50.**

Gifted and Talented Students examines the research in the field and reviews approaches to educating the gifted and talented through characteristics, identification, programs and issues.
(1045-0-10-DB) **$2.50.**

Reading: Trends and Challenges spells out how current research in the field of reading suggests what many people assume to be true about today's reading scores is incorrect.
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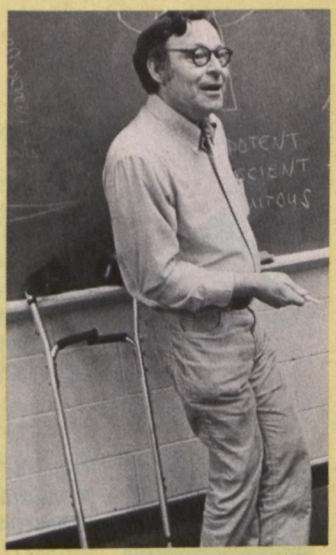

The Middle School contains information about the middle school student, individualized instruction, team teaching, and professional staffing.
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Teacher Renewal focuses on the revitalization of classroom teachers in the environment of technological developments, diverse school populations, demands for accountability, plus personal and professional stress.
(1059-0-00-DB) **$2.50.**

Language Skills in the Classroom looks at language as a part of the hidden curriculum, language acquisition, strategies for helping students learn, and helping older students develop a skilled use of language.
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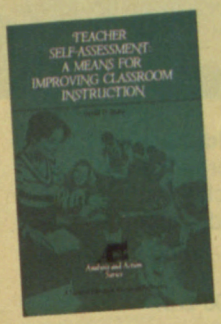

Teacher Self-Assessment: A Means for Improving Classroom Instruction.
Gerald D. Bailey.
Examines the origins of teacher self-assessment, elaborations of the concept, and research on this vital topic. Presents a series of interlocking strategies to help both experienced and beginning teachers identify and improve classroom teaching behavior.
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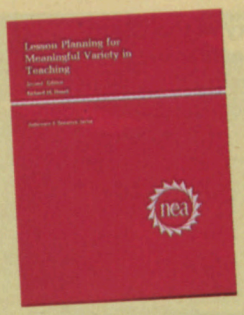

Lesson Planning for Meaningful Variety in Teaching.
Richard M. Henak.
Distinguishing between variety and meaningful variety in the knowledge and implementation of teaching/learning techniques, and emphasizing the need for flexibility in responding to the many complexities of the daily classroom situation, this book offers practical suggestions and guidelines for writing objectives, and planning lessons.
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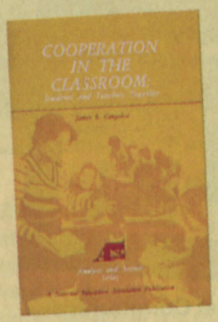

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Despite unfavorable student attitudes and disruptive behaviors. . .despite seemingly impossible teaching conditions . . .it is possible to elicit attention, effort, and cooperative learning experiences in the classroom. This book tells you *how* to do it. (1690-4-00-DB) **$7.95.**

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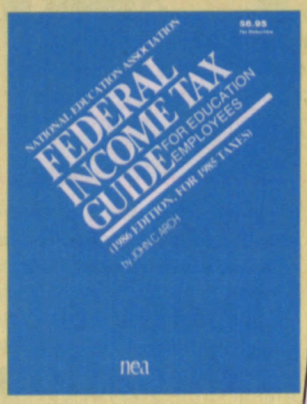

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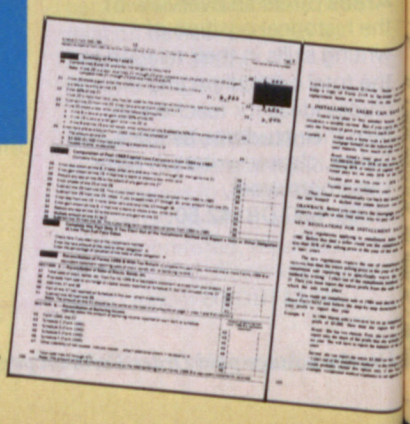

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These five books are designed for teachers who are *not* experts in the teaching of reading. Each will help teachers help their students in reading the assigned textbooks and other materials, with concentration on how instruction can be *built into* the specific content area on a practical, day-to-day basis.

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Here are specific, concrete ways to help educators who (1) currently work with classes of gifted and talented students, or (2) are preparing to work with them.

Characteristics and Identification. (Second Edition) Tuttle and Becker.

This exceptional handbook incorporates both discussion and application by concepts, supplementary materials, and classroom activities. (0732-8-10-DB) **$8.95.**

Program Design and Development. (Second Edition) Tuttle and Becker.

This companion volume to *Characteristics and Identification* (above) focuses on rationale, curricular models, administrative design, evaluation, and teacher selection. (0733-6-10-DB) **$8.95.**

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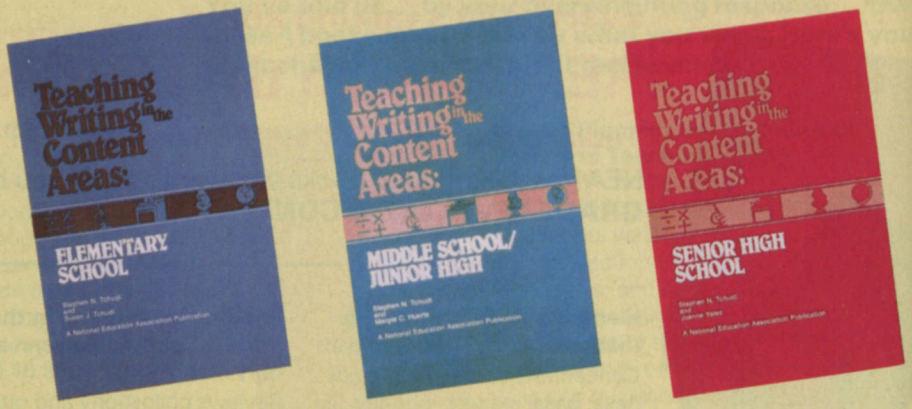

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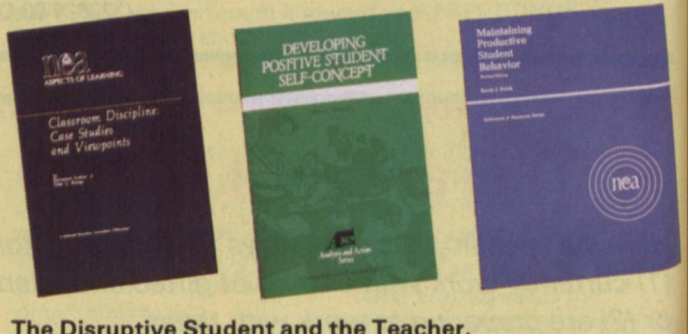

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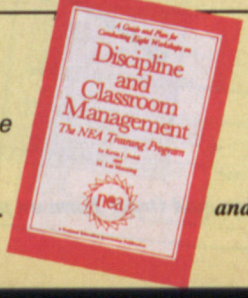

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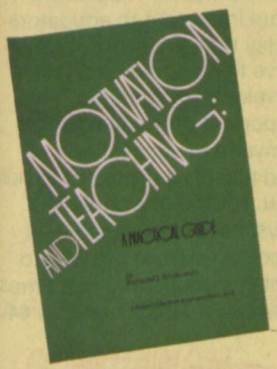

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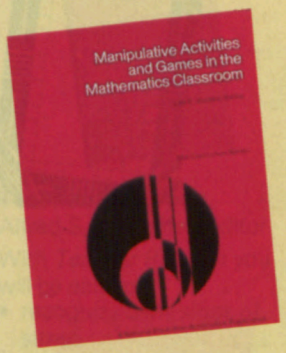

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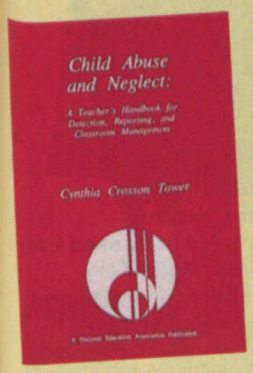

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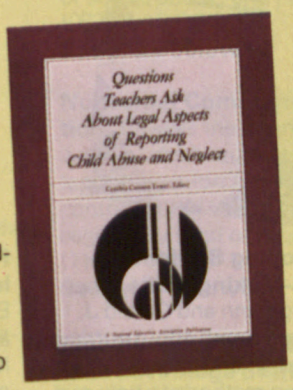

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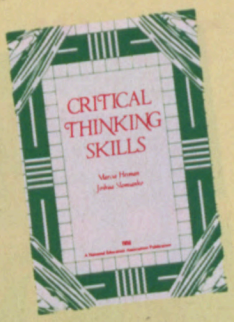

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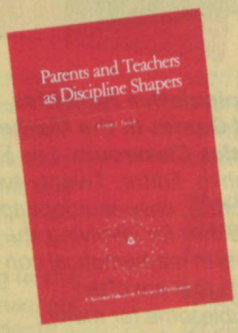

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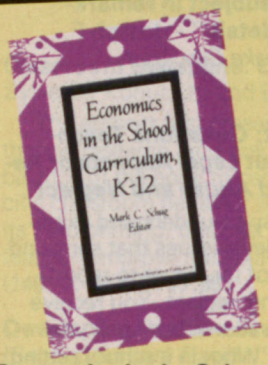

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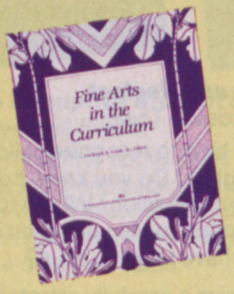

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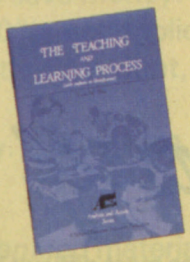

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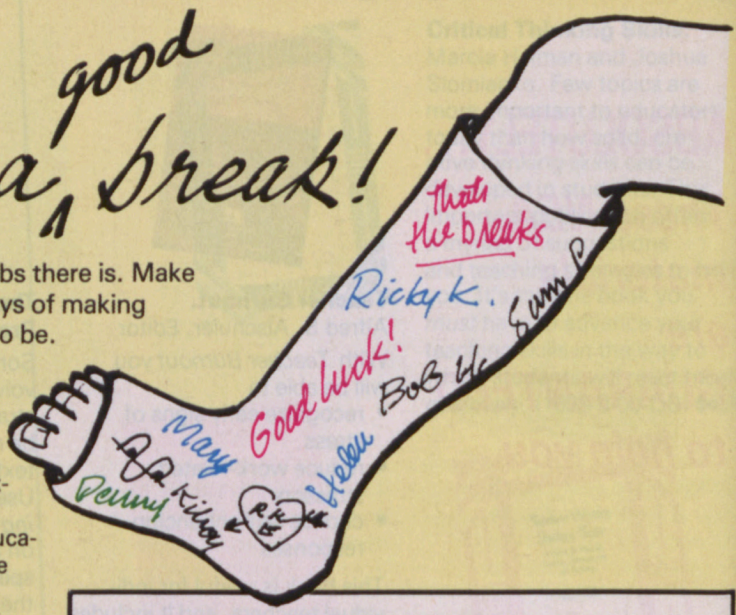

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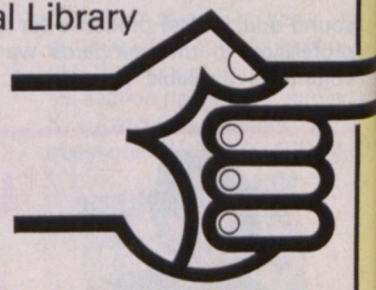

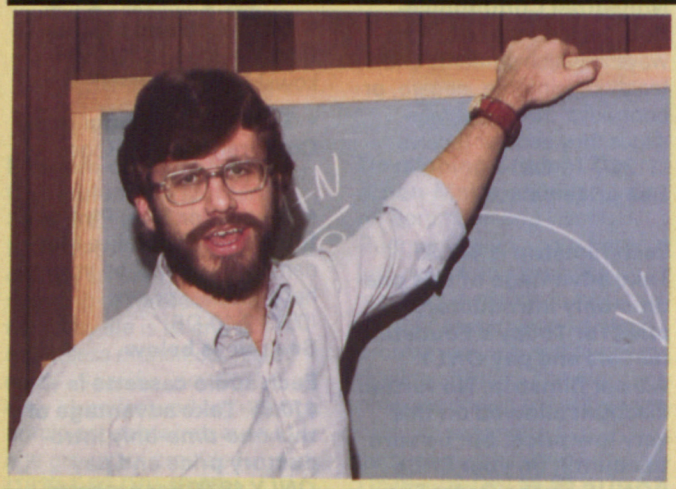

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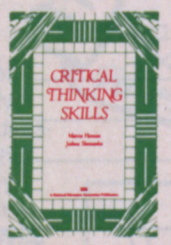

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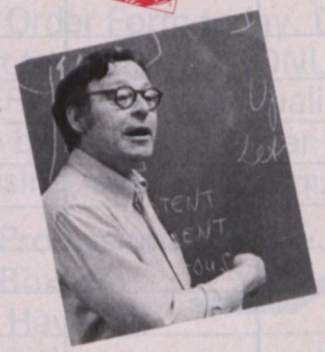

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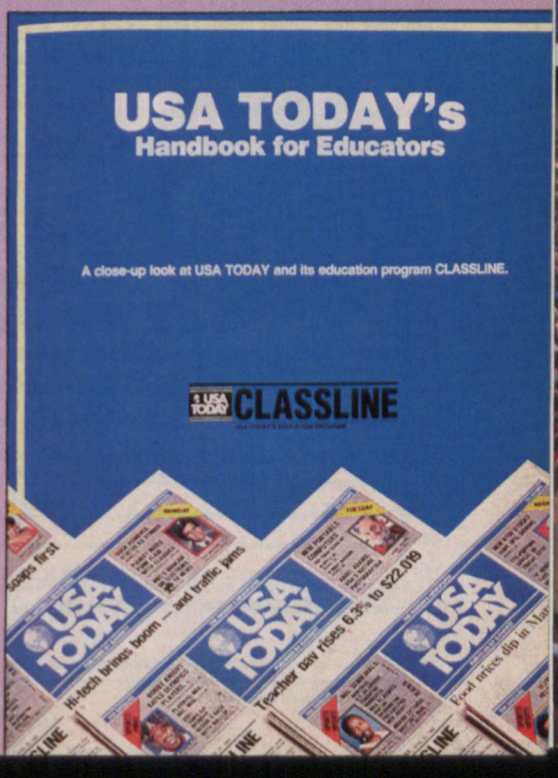

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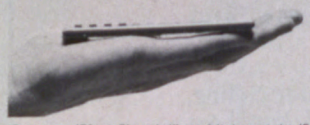

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2. Include dark green and deep yellow fruits and vegetables rich in vitamins A and C.
3. Include cabbage, broccoli, brussels sprouts, kohlrabi and cauliflower.
4. Be moderate in consumption of salt-cured, smoked, and nitrite-cured foods.
5. Cut down on total fat intake from animal sources and fats and oils.
6. Avoid obesity.
7. Be moderate in consumption of alcoholic beverages.

No one faces cancer alone.

AMERICAN CANCER SOCIETY

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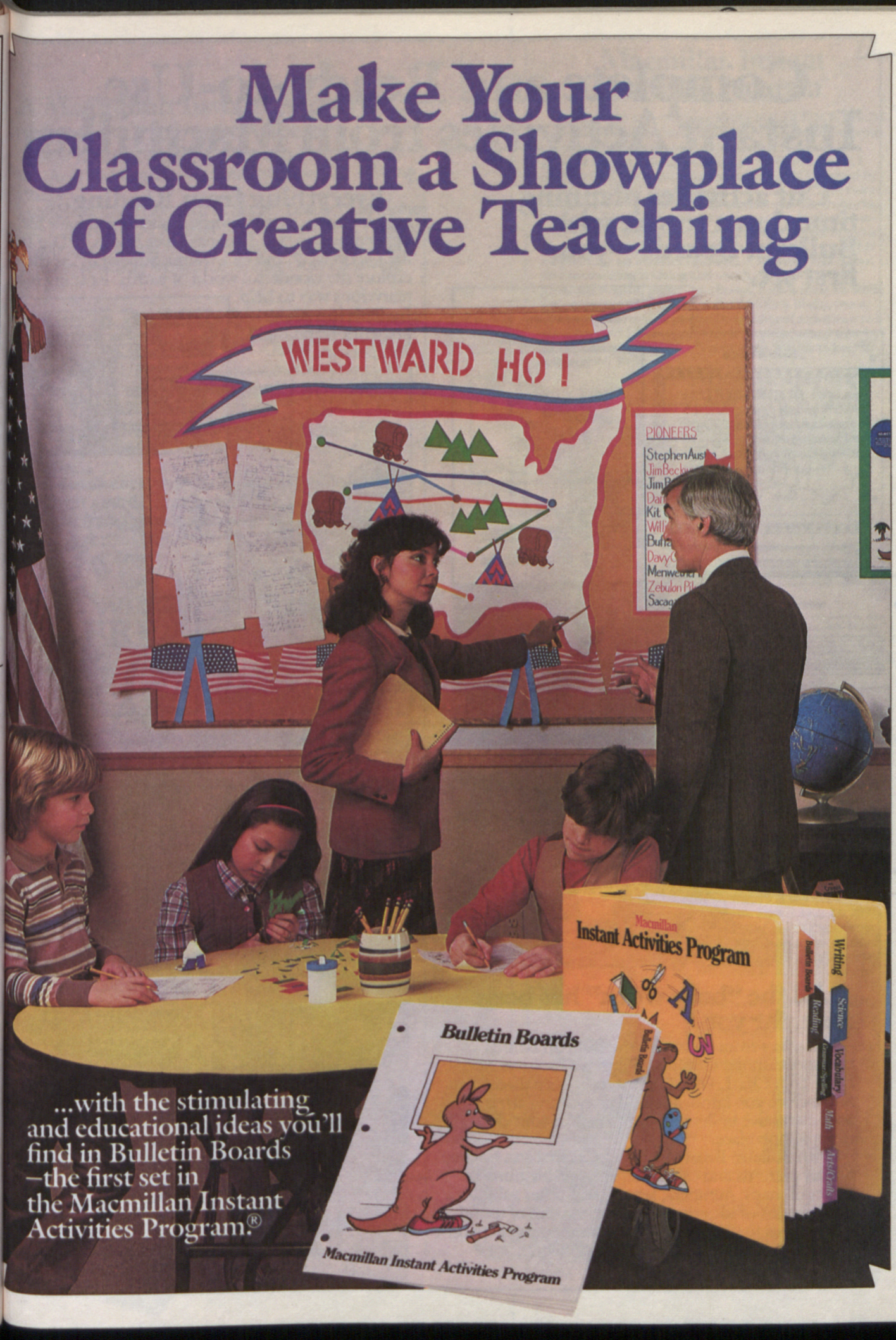

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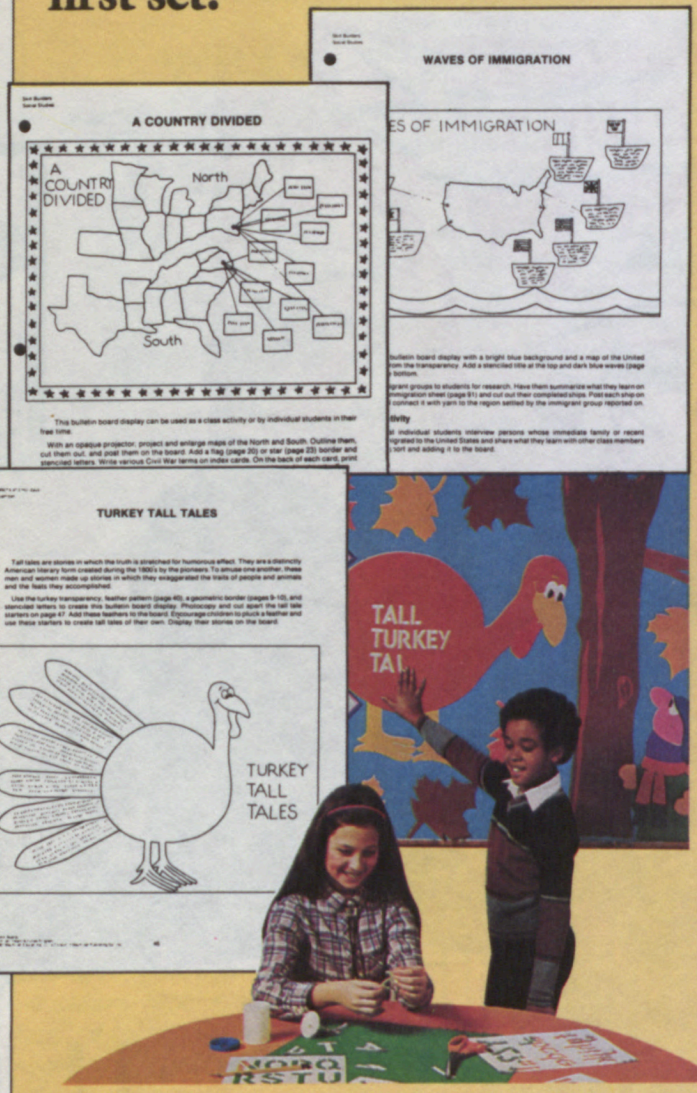

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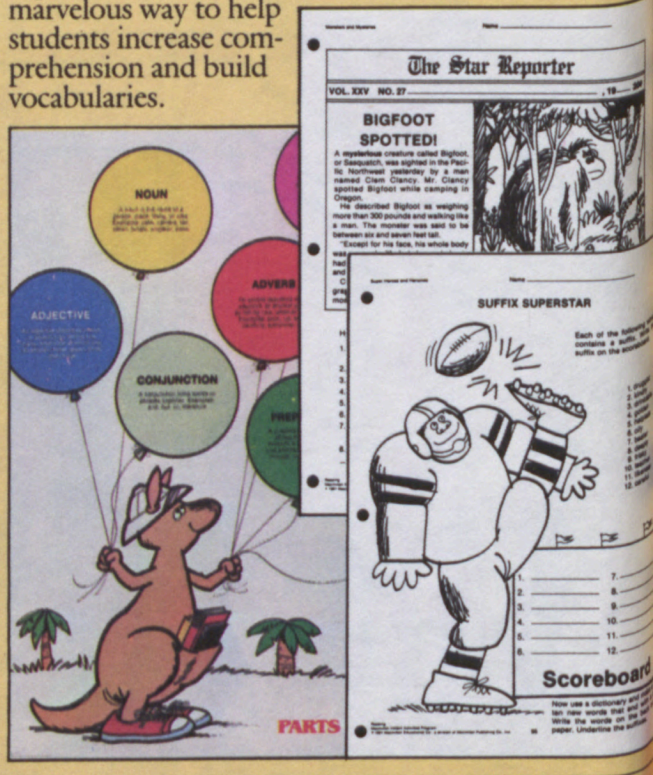

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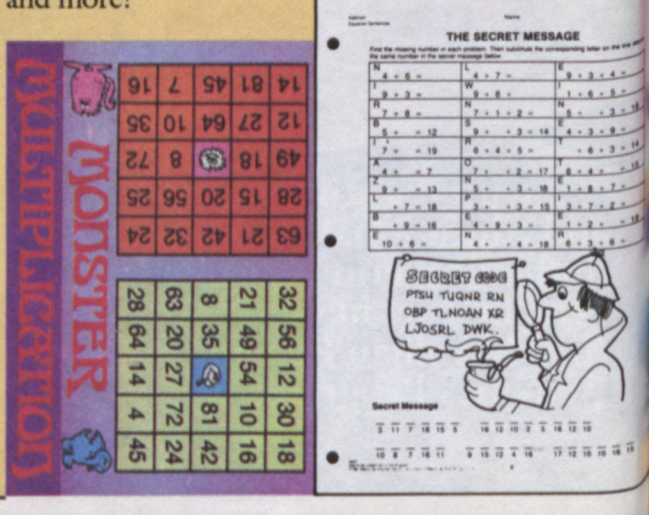

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"...I am always looking for new ways to reinforce the basic skills of my children and encourage independent reading.... After looking over the introductory set, I was more than pleased with what I saw."
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GAL6

SETTING THE COURSE

Actions of the 1985 NEA Representative Assembly

Joe Di Dio

Joe Di Dio / Carolyn Salisbury

Over 7,500 NEA members gathered in Washington, D.C. June 30-July 3 as delegates to the Association's Representative Assembly. In four full days of discussion and debate, the delegates reelected NEA President Mary Hatwood Futrell, Vice-President Keith Geiger, and Executive Committee members Jim Lewis and Ed Foglia. The delegates also adopted a $97.5 million NEA budget for the coming year and set the Association's official policies.

Those policies appear—in full—in the pages that follow. NEA **Resolutions** are a formal expression of opinion and intent that guide the Association's general direction. The NEA **New Business Items** mandate specific Association activities, and the NEA **Legislative Program** sets forth the federal legislative policies of the Association.

Legislative Program for the 99th Congress
Adopted by the 1985 NEA Representative Assembly

PREAMBLE

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the federal legislative policies of the organization.

NEA is committed to excellence in education through a true partnership of the federal, state, and local levels of government. It seeks provision of federal resources and programs to assist state and local governments with their responsibility to enhance educational excellence and to assure equal educational opportunity as well as to assist in the provision of resources for the maintenance and operation of the public schools, and colleges and universities.

NEA will initiate specific educational measures in the Congress, as proposed in the *NEA Open Letter to America on Schools, Students, and Tomorrow*, at the direction of the NEA Board of Directors. Such legislative initiatives, in addition to the activities spelled out in this Legislative Program, will assist state and local school districts in meeting the goal of educational excellence for every child.

NEA also seeks improvement in the professional status and personal economic security of all members; adequate protection and enforcement of civil and human rights; and preservation and advancement of good public policy.

NEA supports federal legislation consistent with its principles in these areas and opposes legislation detrimental to these goals. The NEA lobbying resources to achieve these ends are grouped into three Tiers of activity.

First Tier: *NEA Priority Legislative Initiatives*. Legislative issues developed and proposed by NEA which require continuing high activity levels to meet the goal

Second Tier: *Current Priority Congressional Issues*. Legislative issues initiated by the Congress or the Administration which require continuing NEA activity

Third Tier: *NEA Continuing Legislative Concerns*. Legislative issues which are constantly monitored and where activity is undertaken when matters arise of their own merit in the Congress.

Note: The following is the Legislative Program adopted by the 1985 Representative Assembly. The official version of the Program will appear in the 1985-86 NEA Handbook to be published this Fall.

FIRST TIER: NEA PRIORITY LEGISLATIVE INITIATIVES

I. Increased Federal Funding for Education

NEA supports assisting local schools by providing a level of federal funding which equals one-third of the total expenditures for public elementary and secondary education through a program of *general aid* and *categorical assistance.*

- *General aid* assists local and state agencies in meeting their responsibility to maintain and operate the public schools. Specifically, NEA supports full funding for the American Defense Education Act which establishes a program of local incentive grants for excellence in public schools based on the development and implementation of a locally based plan to improve areas—such as mathematics, science, foreign language, communications, technology instruction, and guidance and counseling—which are critical to our national interest.
- *Categorical assistance* is made available to local education agencies for targeted special-needs populations. Specifically, NEA supports adequate funding for impact aid; aid for the disadvantaged; desegregation assistance; assistance for English-deficient students; foreign language and international studies programs; vocational education; American Indian/Alaska Native education; magnet schools; migrant education; education for the handicapped and for the gifted and talented; refugee education; child nutrition programs; and aid for school libraries.

NEA also supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges and developing institutions.

NEA opposes federal control of local schools.

II. Collective Bargaining*

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, and universities. This statute should allow for the continued operation of state statutes that meet federally established mini-

mum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance.

NEA objectives can best be achieved by a federal collective bargaining statute that is based on the power of Congress to regulate interstate commerce, and the February 1985 decision of the United States Supreme Court in *Garcia v. San Antonio Metropolitan Transit Authority* indicates that this type of statute would be constitutional. The focus of NEA's legislative effort should be to secure Congressional action under the Commerce Power, although other relevant sources of Congressional power—including the Spending Power—should not be ignored.

NEA's commitment to securing a federal collective bargaining statute for the employees of public schools, colleges, and universities remains constant. The Action Plan for collective bargaining in support of this commitment will be reassessed on a continuing basis.

SECOND TIER: CURRENT PRIORITY CONGRESSIONAL ISSUES

I. Asbestos Abatement*

NEA supports federal assistance to remove or contain friable asbestos which threatens health and safety in the public schools. Therefore, NEA supports immediate abatement through development of funding mechanisms for grants and/or loans for school districts. NEA supports sufficient training and proper safety protection for school personnel or others charged with identifying and/or removing friable asbestos. NEA supports provision of a program to financially protect individuals damaged by asbestos.

II. Civil and Human Rights Protection*

NEA supports preserving and strengthening basic civil and human rights under law; and eliminating barriers restricting the individual exercise of rights. NEA supports vigorous enforcement of civil rights laws, including desegregation activities and programs for American Indians, through full funding and appropriate Administration actions. NEA supports full equality and opportunity—economic and educational—for women including the addition of the Equal Rights Amendment to the Constitution; and reproductive freedom without governmental intervention. NEA supports the use of affirmative action to redress historical patterns of discrimination. NEA supports academic freedom.

NEA opposes infringement of the principles of religious freedom through the introduction of sectarian practices in the public schools; efforts to restrict or end federal court jurisdiction in civil rights matters including restrictions on the use of busing as an available option to achieve desegregation; and internment or containment of racially identifiable segments of society. NEA opposes federal restraints on the freedom of inquiry.

III. Department of Education

NEA supports a Cabinet-level Department of Education which provides positive national leadership, including responsibility for fully funding the federal share of the partnership for public education.

NEA opposes actions which would erode, whether directly or indirectly, the appropriate positive role of the Department of Education or undermine the appropriate federal role in public education through budgetary, regulatory, or other measures.

IV. Education and National Security

NEA supports a definition of national security which includes a solid economy, a well educated populace, and a stable world community. NEA supports establishment of a U.S. Academy of Peace with degree-granting authority. NEA supports a mutual, verifiable nuclear freeze with cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing systems.

NEA opposes weakening national security by decreasing federal funding for education while disproportionately increasing the defense budget.

V. Education of the Handicapped*

NEA supports the provision of appropriate educational opportunities for handicapped children and sufficient resources to achieve these ends with 100 percent federal funding for federally mandated educational services. NEA supports reduction of class size commensurate with the added responsibility of providing appropriate educational services to handicapped students and preservice and inservice training components for instructional personnel. NEA supports involvement of teachers and parents in the determination of placement of handicapped children and a procedure for speedy teacher appeal of placement decisions when necessary. NEA supports simplification of programs and reduction of paperwork.

VI. Elementary and Secondary Education Programs

NEA supports the authorization of federal programs which provide assistance to public schools to achieve excellence and to meet the needs of students at the elementary and secondary levels who have special needs including those who are disadvantaged and handicapped; do not speak English as their primary language; or are gifted and talented. NEA also supports programs for school districts which require special assistance due to federal activity or policy, and overseas schools for the dependents of military personnel. NEA supports programs to provide incentives for effective local schools.

VII. Federally Impacted School Districts

NEA supports payments to assure quality education for all children in school districts impacted by federal installations or activities or American Indian reservations. NEA supports forward funding of such payments under program administration by the Department of Education. NEA supports special standards for severely impacted districts. NEA supports funding at 100 percent of entitlement for school districts whose boundaries are coterminous with a military reservation, and for school districts which are more than 50 percent impacted with federally connected pupils.

VIII. Postsecondary Education*

NEA supports federal programs which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions which:

- develop the nation's intellectual capital;
- develop and retain, through programs including scholarships and loan forgiveness, future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions;
- promote research and the development of knowledge;
- preserve institutional vitality;
- assure equality of educational opportunity;
- assure equal treatment for two- and four-year institutions; and
- assure the welfare, economic security, and professional development of all postsecondary members.

IX. Professional Development Resource Centers

NEA supports the establishment and funding of professional development resource centers under the direction of teachers. NEA supports centers where teachers are involved in the design of programs. NEA supports development centers which provide adequate opportunities, experiences, and resources for education practitioners to teach and learn from peers.

X. Protection of Children

NEA supports legislation to establish and fund programs to protect children from physical, sexual, or emotional abuse and/or neglect by parents, custodial adults, or others. NEA supports legislation to assist communities in developing programs to help parents protect children from danger, ill health, or hunger. NEA supports minimum standards for youth camps and school bus safety. NEA supports court-assured payment of designated child support. NEA supports cooperative public and private efforts for the identification, location, and return of missing children.

XI. Social Security

NEA supports protecting the solvency of the Social Security system by using general revenues, if necessary, for the Old Age and Survivors' Insurance program. NEA supports Social Security as a social insurance program, not a welfare or "means-tested" program. NEA supports improved benefits for participants, especially low-income workers, dependents, and survivors; benefit equity for men and women through earnings sharing and/or benefit changes; restoration of the dependents' education allowance; and reductions in the retirement age. NEA supports repeal of current taxes on and exemption from income tax of all Social Security benefits regardless of income; and repeal of the spousal offset.

NEA opposes mandatory coverage of public employees; merger of Social Security with any other public employee pension plan; or diminution of current or future benefits. NEA opposes any reductions in Social Security benefits including limits on annual cost-of-living adjustments.

XII. Taxation

NEA supports a progressive tax system based on individual and corporate ability to pay to yield sufficient revenues to address national needs; equity in taxation rates between married and single taxpayers; and repeal of tax indexing. In order to maintain support for public education, NEA supports continuation of the federal deduction for state and local taxes, and for interest paid on state and local bonds and other debt instruments.

NEA opposes taxation of individual employee benefits. NEA opposes unfair tax loopholes or giveaways which reduce revenues and shelter corporations and high-income individuals from paying taxes. NEA opposes any constitutional amendment respecting tax limitations or the federal budget.

XIII. Tuition tax credits and/or vouchers

NEA supports the right of parents to choose a nonpublic education for their children at their own expense.

NEA opposes public funding of nonpublic schools through tuition tax credits at elementary, secondary, or postsecondary levels as destructive of public education and insupportable public policy. NEA opposes the use of vouchers in education.

XIV. Vocational Education*

NEA supports the efficient and effective provision of adequate resources to local vocational education authorities and/or postsecondary institutions to maintain, enhance, and expand quality vocational education programs. NEA supports direct federal assistance to secondary education agencies and postsecondary agencies and/or institutions for purchase of up-to-date vocational equipment in response to changes in the job market. NEA supports the provision of equity and access to quality vocational education programs for those underserved in the past as well as for traditional students, and the use of vocational education as a tool for eliminating biases in employment opportunities. NEA supports the involvement of teachers, parents, and students in development of secondary and postsecondary vocational programs, and the coordination of vocational programs with other employment and training programs through public education institutions.

THIRD TIER: NEA CONTINUING LEGISLATIVE CONCERNS

I. Additional Issues in Educational Excellence

A. *Administration of federal programs.* NEA supports funding directly to the local level for the provision of classroom instruction. NEA supports incentives to local school districts to provide optimum class size. NEA supports a requirement for state credentialling of participating nonpublic school personnel.

NEA opposes funding of nonpublic schools in violation of the constitutional separation of church and state. Where current legislation requires distribution of federal funds to nonpublic schools, NEA opposes any favoritism toward these schools and demands full disclosure of financing, materials, and services provided.

B. *Adult education.* NEA supports lifelong learning for adults through public schools and post-
secondary institutions; and special efforts to end illiteracy.

C. *Block grants.* NEA supports block grants to states for education only if they:

- are adequately funded;
- meet the intended program goals;
- include teacher training/retraining components in categorical aid programs;
- require compliance with civil rights laws;
- require fiscal accountability and review;
- impose constitutional limitations on nonpublic school participation;
- assure funds for direct classroom instruction;
- include teachers in the planning process.

NEA opposes the use of block grants as a budget-cutting device.

D. *Computers and materials for instructional use.* NEA supports direct federal assistance to local school districts for acquisition of computer equipment and software, and for the training of classroom users of the technology. NEA supports distribution of federal funds in a manner that achieves equity. NEA supports not-for-profit instructional uses of copyrighted materials and off-air recordings. NEA supports partial reservation of cable television capacity for educational uses.

NEA opposes revision of the copyright law in a manner which would limit educators' first-sale provisions of copyright law. NEA opposes tax deductions of computers to schools unless the computers are designated solely for classroom use, and software and training for users are provided.

E. *Early childhood development.* NEA supports provision of early childhood development and education services for all children with access assured regardless of income as a critical element of educational excellence. NEA supports requirements that development programs meet educational, health, and safety standards.

F. *Education of noncitizens.* NEA supports the provision of federal funds to school districts for the education of children of undocumented workers, refugees, and members of the diplomatic community.

G. *Education research and development.* NEA supports independent academic research and development programs under the National Institute of Education with particular attention to participation of classroom teachers in the research efforts and the dissemination of research findings to the classroom level. NEA supports the collection of accurate and timely data for education decisionmaking through the National Center for Education Statistics.

NEA opposes politicization of federal research programs.

H. *English proficiency programs.* NEA supports adequately funded and culturally sensitive programs including at least bilingual education, English-as-a-second-language (ESL), and limited-English-proficiency (LEP) programs which result in functional proficiency in English for all students who lack the needed skills.

I. *Evaluation and testing.*

Teacher: NEA supports a mutually designed comprehensive personnel evaluation system with procedural guarantees and due process in every school system. NEA supports testing as one of a number of elements for determining original certification.

NEA opposes the testing of teachers as a criterion for job retention, promotion, tenure, or salary increments. NEA opposes the use of student test scores as a criterion for teacher evaluation.

Student: NEA supports truth-in-testing legislation. NEA supports ongoing evaluation of student achievement based on assessment measures which are directly linked to the lessons teachers teach and the materials teachers use.

NEA opposes reliance on a single test for determining a student's future.

J. *Guidance and counseling.* NEA supports legislation providing for elementary and secondary school guidance and counseling through state/local education agencies.

II. Professional Status and Personal Economic Security of Members

A. *Bankruptcy Act amendment.* NEA supports amendment of the federal Bankruptcy Act to protect public school labor contracts from capricious cancellation.

B. *Compensation.* NEA supports federal initiatives which enhance compensation for all school personnel in order to improve the quality of education and assist in attracting and retaining talented individuals.

NEA opposes federal initiatives which mandate or promote traditionally defined merit pay schemes.

C. *Individual income tax benefits.* NEA supports recognition in the tax code for professional business expenses including continuing education, home office, and home computers, and for dependent care expenses. NEA supports exemption from tax liability for tuition remissions where available. NEA supports protection of members' retirement income through automatic escalator clauses; employer-paid insurance; and protection of tax shelters for life insurance annuities.

NEA opposes taxation of employee benefits.

D. *Price indexing.* NEA supports legislative rather than regulatory determination of the process by which the CPI and any adjustments resulting from it are calculated.

NEA opposes any CPI adjustments which adversely affect active or retired members.

E. *Retirement**. NEA supports legislation to assure retention of retirement rights and assets through portability of pension rights; and protection of assets and earned benefits of retirement systems through fiduciary and reporting standards, standards for vesting and portability, ownership, and military service credit as expressed in NEA Resolutions.

NEA opposes federal legislation on retirement which fails to exempt states with statutes substantially equivalent to the federal standards.

F. *Rights of federally employed school personnel.* NEA supports full rights for school personnel who are federal employees.

G. *Union regulation*. NEA supports repeal of the right-to-work provision of the Taft-Hartley Act; and amendment of the Landrum-Griffin Act to permit required proportional representation of minorities in union governance.

NEA opposes inclusion of labor unions in the Hobbs Act.

H. *Wage-price controls*. NEA supports uniform treatment of wages, prices, and profits under any control system; and treatment of public employees in a way that is equitable with treatment of private counterparts.

I. *Working conditions and employment protection*. NEA supports improving the federal unemployment compensation law for public education employees and repealing the current federal prohibitions on a state's right to protect riffed school personnel. NEA supports equal protection of public education employees under workers compensation; safe, hazard-free working environments for public education employees with inspection and control standards at least equivalent to those of OSHA; death benefit coverage for families of public education employees maliciously killed in the line of duty; and extension to all employees of minimum wage coverage.

III. Preservation and Advancement of Good Public Policy

A. *Broadcasting*. NEA supports stronger emphasis on the public interest, fairness doctrine, equal time requirements, ascertainment, and affirmative action in broadcast regulation. NEA supports adequate public financing for public broadcasting. NEA supports requirements for daily educational programming appropriate for young children.

B. *Child care*. NEA supports development and funding of child care services to protect the health and safety of preschool and school-age children. NEA supports child care programs which meet standards of excellence, provide educational and recreational activities under appropriate adult supervision, and are coordinated with the public school system.

C. *Child nutrition programs*. NEA supports the authorization and full funding of school programs to provide appetizing and nutritious meals through school feeding programs. NEA supports the provision of nutrition assistance to families unable to meet these basic nutrition needs.

NEA opposes the use of federal funds for meals which are not nutritious.

D. *Comprehensive youth policy*. NEA supports collaborative community efforts to assist youth who are unemployed, have dropped out, or may drop out of school. NEA supports joint ventures with the public schools at the local level to establish and maintain appropriate programs to prepare youth for future employment. NEA supports an examination of potential alternative youth programs.

NEA opposes a subminimum wage for youth.

E. *Election and voting rights*. NEA supports election or polling reforms which assure that each member of the electorate may cast a meaningful vote. NEA supports full disclosure of all sources of political financing, and the right of all citizens to participate in the election process through political action committees. At the same time, NEA recognizes the need to curb the total cost of political campaigns. To this end, NEA supports partial public funding of federal election campaigns in order to achieve limitations on private funding and independent expenditures. NEA supports home rule with fiscal autonomy, stability, and predictability for the District of Columbia. NEA supports full enforcement of the Voting Rights Act.

NEA opposes restrictions on the political rights of government employees.

F. *Energy*. NEA supports tax credits for conservation and alternative sources.

NEA opposes precipitous deregulation of natural gas. NEA opposes curtailment or closure of schools as a first resort in energy crises.

G. *Environmental protection*. NEA supports protection of the nation's natural resources.

NEA supports standards and timely enforcement and funding for safeguarding against pollution of the air, water, or food by chemicals or radiation. NEA supports stronger federal action in solving the problem of toxic waste dumping.

H. *Fair housing*. NEA supports the enactment and enforcement of open and fair housing legislation.

I. *Family protection*. NEA supports positive involvement of the family in the schools as an important element of every child's education.

NEA supports provision of a decent standard of living for the elderly with support systems to prevent and/or treat physical and mental abuse. NEA supports efforts to increase the availability of dependent care for all ages.

NEA opposes misnamed legislation such as the "Family Protection Act" in whole or part.

J. *Full employment*. NEA supports full employment including job training and development programs. NEA supports the role of public schools as equal partners with government, labor, business, and community-based groups.

NEA opposes the dimunition or supplanting of public vocational education by federally funded public or private training programs.

K. *Health policy*. NEA supports enactment of a comprehensive, universal national health insurance system provided by public and private agencies to assure health services for all. NEA supports development and maintenance of health care programs for children. NEA supports a strong Medicare and Medicaid system with general revenue financing of Medicare and protection of benefits. NEA supports prospective budgeting for all payers and providers in order to contain increases in health care costs. NEA supports improved access to a full range of health care services for all beneficiaries, including the mentally and/or chronically ill; and improved coverage for preventive care.

NEA opposes means testing, voucher plans, or any other proposals that would shift the cost of health care under Medicare or Medicaid to the beneficiary or his/her family; and any new barrier to eligibility for benefits. NEA opposes taxation of health insurance or health benefits.

L. *Immigration*. NEA supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization.

NEA opposes immigration restrictions which constitute an attack on labor unions, human rights, or national origin. NEA opposes disruption of the integrity of the family unit.

M. *Metric system*. NEA supports legislation to phase in U.S. adoption of the metric system.

N. *Migrant affairs*. NEA supports the maintenance of migrant education programs in order to assure equal educational opportunities for migrant children; and the representation of migrant workers in collective bargaining by the organization of their choice.

O. *Military affairs*. NEA supports equal opportunity and responsibility for women and men in military service. NEA supports special programs for Vietnam veterans.

NEA opposes the use of draft registration as an eligibility criterion for financial assistance; and expenditure of funds on development of nuclear attack "evacuation" plans.

P. *Nursing home standards*. NEA supports strict federal standards for state administration of nursing homes, including areas of safety, health care services, staffing, and nutrition services.

Q. *Observances*. NEA supports national observances recognizing the contributions of ethnic minority groups and women to this nation.

R. *Public records*. NEA supports citizen access to public records under the Freedom of Information and Federal Advisory Committee Acts.

NEA opposes the exchange of privileged citizen information between agencies without the individual's consent and restriction on academic research by artificial imposition of the "classified" designation to deny access to non-national security information.

S. *Public welfare*. NEA supports total federal assumption of cost and operation of welfare programs based on standards of human dignity.

T. *Uniform legal drinking age*. NEA supports federal legislation establishing a uniform nationwide minimum drinking age of 21.

U. *Violations of human rights**. NEA supports federal legislation calling for monetary redress for those Americans of Japanese and Aleut descent and Japanese alien residents incarcerated during World War II.

NEA opposes the granting of U.S. military or economic aid to governments permitting violations of their citizens' rights.

V. *Violence in the schools*. NEA supports the establishment and implementation, in consultation with school personnel and parents, by each school district of a well publicized and uniformly enforced discipline code to provide an orderly learning environment. NEA supports significant penalties for criminal actions involving use of guns or other weapons. NEA supports controls on the manufacture, distribution, and sale of handguns in order to assure a safer school environment.

Note: Asterisks (*) following items in the Legislative Program indicate that information on NEA policy is available through NEA Government Relations, (202) 822-7300.

New Business Items
Adopted by the 1985 NEA Representative Assembly

STANDING COMMITTEE ON EDUCATIONAL SUPPORT PERSONNEL

The 1985 NEA Representative Assembly establishes the Standing Committee on Educational Support Personnel, comprised of nine (9) members and charged as follows:

The Standing Committee on Educational Support Personnel shall develop and present to appropriate governing bodies recommendations on existing or proposed policies of significance to Educational Support members. The committee shall seek the full integration of Educational Support members into the Association governance structure and the full integration of their concerns into Association programs and services.

The committee shall transmit to the president and executive director relevant data for planning purposes. Consistent with the requirement of Bylaw 3-9, the chairperson shall submit periodic reports to the president and Board of Directors. (1985-A)

PILOT PROGRAM ON RELEASE TIME FOR LOCAL PRESIDENTS

The 1985 Representative Assembly refers to the Committee on Program and Budget for inclusion in the 1986-87 and 1987-88 NEA budgets the pilot program offering financial incentives to local associations seeking to secure release time for their presidents. The pilot program shall be developed in accord with the guidelines specified in the 1985 Report of the Affiliate Relationships Committee. (1985-B)

DEMONSTRATION AT SOUTH AFRICAN EMBASSY

The NEA Representative Assembly adopts the proposal of the Michigan Representative Assembly regarding a demonstration at the South African Embassy. In accordance with the guidelines adopted by the NEA Executive Committee, the demonstration shall occur at the close of business on July 2, 1985. Each state shall select up to 20 percent of its delegates to demonstrate at the Embassy. No more than one delegate from each delegation shall be designated as a messenger (that is, to be arrested). (1985-C)

DIRECTIVE TO EXECUTIVE OFFICERS AND EXECUTIVE DIRECTOR

The NEA Representative Assembly directs that the NEA president, vice-president, secretary-treasurer, and executive director be restricted from volunteering to be messengers in connection with the demonstration at the South African Embassy in consideration of their tremendous responsibilities in conducting the business of the Association. (1985-D)

RURAL CRISIS

The 1985 NEA Representative Assembly directs the NEA to develop and implement a plan which will help to increase membership awareness of the crisis in rural America and to assess its impact on the education of children and assess the importance of the rural crisis on the lives and jobs of NEA members. (1985-1)

COMMERCIAL PROMOTION OF NATIONAL TEACHERS DAY

The NEA Representative Assembly directs NEA to contact the national headquarters of the major greeting card companies and floral associations and encourage their involvement in the promotion of National Teachers Day. (1985-2)

FINANCIAL ASSISTANCE TO MEMBERS CHARGED WITH EMPLOYMENT-RELATED OFFENSES

The Representative Assembly directs the NEA Board of Directors to investigate the feasibility and desirability of providing financial assistance to a member who is charged with an employment-related civil or criminal offense. Such financial assistance shall include but not be limited to:

1. Bonding fees
2. Early legal assistance
3. Any other financial need related to loss of income.

The Board of Directors shall report the results of this study and any recommendations to the 1986 Representative Assembly. (1985-3)

EXTENSION OF TIME LIMITS ON RETENTION OF VIDEOTAPES OF TV PROGRAMS

The NEA will lobby the appropriate body to lengthen the time which educators may keep videotapes of televised programs in order to realistically allow for effective teaching. (1985-4)

NATIONAL TEACHERS DAY

The NEA shall work to designate the first Tuesday in March each year as the day honoring teachers. This day shall be called "National Teachers Day." (1985-5)

REPORT ON AFRICA RELIEF FUND

The NEA executive director shall report to the president of each state and local affiliate an account of how the monies raised for the Africa Relief Fund are being expended and whether the items purchased by the NEA contribution to the Fund reach their destinations. (1985-7)

REVIEW OF NEA RESOLUTIONS

The NEA Representative Assembly supports the review of NEA resolutions requested by President Futrell and, further, requests that the review include a study not only of the resolutions themselves but also of the resolutions process (timelines, approval, and so forth) so that delegates may review resolutions in a timely manner. Said review should be a joint effort involving the Resolutions Committee and representatives of the Executive Committee and the Board of Directors. (1985-9)

SALARIES OF SCHOOL EMPLOYEES

The Representative Assembly requests that the NEA Board of Directors continuously monitor the implementation of the adopted program in the 1985-86 budget and take such steps as are necessary to increase both the visibility and effectiveness of NEA's efforts to improve salaries. The Representative Assembly requests that the steps taken by the Board be reported to the delegates at the 1986 Representative Assembly. The Representative Assembly further requests that the 1986-87 budget, which is presented by the Board, give priority to the implementation of a visible and effective multiyear strategy to significantly improve the salaries of teachers and other school employees. (1985-10)

UNISERV FUNDING DURING VACANCY

The Representative Assembly directs the NEA Board of Directors to increase from 30 to 90 days the time period for continued UniServ funding while the local or state is in the process of filling a staff vacancy. (1985-11)

TRAINING FOR NCATE TEAMS

Upon adoption of the new NCATE stan-

dards, the NEA will provide team and team chair training or retraining for selected leaders either through special sessions or in conjunction with other NEA conferences. (1985-12)

MONITORING EXEMPLARY SCHOOLS PROGRAM

The NEA shall survey local affiliates in districts which have schools selected as outstanding by the U.S. Department of Education Exemplary Schools Program. Should such a survey reveal problems relative to the Exemplary School Program, those problems shall be brought to the attention of the U.S. Department of Education for change. Further, should the problems brought to the attention of the U.S. Department of Education not be changed, those problems shall be brought to the attention of the public. (1985-14)

"ONE DAY WITHOUT HUNGER"

The NEA joins the Oklahoma Education Association in declaring Thanksgiving Day 1985 to be the first "Day Without Hunger" in our communities. The NEA endorses the concepts embodied in the "We Are the World" curriculum as a unique opportunity for students and teachers to participate in "One Day Without Hunger." (1985-14A)

ALTERATION OF TEXTS

The NEA supports the position of the National Council of Teachers of English regarding the practice of textbook publishers' altering the literary texts in textbooks and would broaden that position to apply as well to books and materials other than literature books.

The NEA believes that publishers should present complete texts or complete sections of texts which they choose to reprint whether as single books or as parts of literary or other anthologies.

If publishers do abridge, adapt, or otherwise alter literary texts, they should clearly so state in the textbooks themselves for the benefit of all their intended readers, including both students and teachers.

Furthermore, within promotional information, teachers' guides, and similar support materials made available to teachers prior to evaluation for possible adoption and purchase, publishers should clearly point out and explain the nature and extent of the abridgements, adaptations, or other alterations to literary texts reprinted within their offerings.

The NEA believes this practice should also be followed by publishers using nonliterary primary texts in other books used in schools.

The NEA shall inform textbook publishers of this position and shall further inform and explain this policy to its members through its publications. (1985-15)

TEXTBOOK AND CURRICULAR REFORM

The NEA Board of Directors shall develop a position statement on textbook and curricular reform consistent with existing NEA policies to promote members' full participation in meaningful improvement of instructional materials according to good pedagogical practice at local and state levels.

This statement shall include standards for the approval, adoption, use, and ongoing evaluation of textbooks and materials; provisions for improved training in evaluation techniques for members; selection standards based on sound research; and recommendations that teachers receive released time to participate in these processes at all levels.

The NEA Board of Directors shall monitor textbook and curricular revisions which advance narrow agendas and contribute to the erosion of local and state control of curriculum and instructional materials. (1985-16)

COLLECTIVE BARGAINING FOR FARM WORKERS

The NEA supports the right of farm workers to bargain collectively for wages, hours, and working conditions. Therefore, the NEA urges the Campbell Soup Company to negotiate in good faith with the farm workers' representative, the Farm Labor Organizing Committee (FLOC). (1985-17)

A. T. MASSEY COMPANY

The NEA will exert its influcence with the United Mine Workers and the A.T. Massey Company in supporting a return to the bargaining table in accordance with the verbal agreement of April 17, 1985. NEA members will be made aware of the critical nature of the situation. The NEA president will make a personal appeal for cooperation in resolving the crisis to Morgan Massey, president of the A.T. Massey Company. (1985-20)

IMPLEMENTATION OF MISSING CHILDREN PROGRAM

The NEA Executive Committee shall oversee completion of the implementation of 1984 new business items 41, 43, and 52 without further delay. The Executive Committee shall monitor the continued implementation of these new business items and shall make status reports at regular meetings of the Board of Directors.

The NEA shall publish the pictures and biographical data of at least three (3) missing children in all issues of its every-member publication, *NEA Today.* (1985-21)

ASSISTANCE TO LOCALS ON TAX REFORM PROPOSALS

The NEA will encourage its affiliates to adopt positions in keeping with the NEA's opposition to the elimination of the federal deduction for state and local taxes and to the taxation of employee benefits. The NEA will provide its affiliates with all information necessary for their lobbying efforts. (1985-22)

RETIREMENT PROGRAMS FOR EDUCATIONAL EMPLOYEES

The NEA will provide information and training for state and local leaders and staff on alternatives and models for educational employee retirement programs and identify the hazards of noncontributory proposals and other current encroachments on our retirement systems. (1985-24)

STUDY OF DRUG AND SUBSTANCE ABUSE

The NEA will direct the appropriate committee to study the problem of drug and substance abuse and ways to prevent such abuse among elementary and secondary school-age children. The committee will develop an informational campaign, including a list of existing resources that can be used by teachers and local and state affiliates to communicate their findings to parents and schools. The committee will report its findings to the 1986 NEA Representative Assembly. (1985-25)

INFORMATION ON ANTI-NEA INDIVIDUALS AND ORGANIZATIONS

The NEA will provide information to state and local affiliates regarding anti-NEA individuals and organizations. Such information will include at least: (a) their specific anti-NEA positions and the NEA response, (b) background information on each individual, and (c) any known scheduled appearances in the area of local affiliates. (1985-26)

PHOTOGRAPHING OF STUDENTS

The NEA urges all affiliates to urge their boards of education either to continue photographing all students, including new students as they enter during the school year, or to develop a program that would cause all students to be photographed each year as a board responsibility. One copy of the photograph should be retained by the school district, and at least one copy should be made available to the parent or guardian with whom the child resides. (1985-27)

VIDEOTAPED MESSAGES ON NEA POSITIONS

The NEA will annually produce videotaped messages involving the NEA president and other NEA officers or representatives. These messages will deal with NEA's position on educational issues important to the Association and to the profession. No more than 200 copies of these tapes will be produced and, upon request, will be loaned to interested state affiliates and local associations. NEA will assume the cost of production, promotion, and distribution of these tapes. (1985-29)

BOOKLET FOR LOCAL ASSOCIATION LEADERS

The NEA shall prepare a booklet to assist local association leaders in dealing with harassment resulting from their association activities. This booklet shall include, but not be limited to, a review of legal protections for association leaders, a review of the rights of teachers and other association leaders to free speech, and a model action plan to combat such harassment. (1985-30)

OPERATION RESCUE

The Representative Assembly endorses Operation Rescue as proposed by President Futrell in her keynote address and urges state and local affiliates to develop similar programs which will help reduce dropout rates. (1985-31)

COVERAGE OF MINORITIES AND WOMEN IN INSTRUCTIONAL MATERIALS

The NEA urges publishers of textbooks and other educational media to produce and publish essential materials that include an adequate and accurate presentation of the histori-

cal contributions of ethnic-minority groups and women. Further, the NEA urges concerned local and/or state boards of education to adopt such materials for use in the public schools. (1985-32)

NEA INVOLVEMENT IN PRESIDENTIAL PRIMARY ELECTIONS

The NEA Representative Assembly directs the Executive Committee, Board of Directors, and NEA-PAC Council to explore all options for NEA involvement in the presidential primary elections, toward the objective of allowing maximum feasible membership and affiliate participation in the primary support process. To further this end, each state affiliate shall establish a process to seek members' input and forward that input to the bodies named above. The NEA Board shall report on implementation of this new business item to the 1986 Representative Assembly. (1985-34)

BIRTHDAY OF MARTIN LUTHER KING, JR.

The NEA, in conjunction with the state affiliates, shall promote a nationwide program to obtain through state statutes the recognition of the birthday of Dr. Martin Luther King, Jr., January 15, or the date upon which the federal holiday falls, as a state holiday. (1985-35)

ART PROGRAMS FOR TEACHERS AND STUDENTS

The NEA will meet and confer with the U.S. Department of Education and the National Endowment for the Arts to encourage the development and funding of arts programs for teachers and students. These programs will be in addition to current Artist in Residency programs. (1985-38)

WORLD DAY ACTIVITIES

The NEA shall study the feasibility of supporting and participating in World Day Activities, scheduled for June 21, 1986. If support and participation are deemed feasible, the Board of Directors shall take any appropriate action. (1985-39)

RECOGNITION OF PUBLIC SCHOOLS AS HISTORICAL LANDMARKS

To help foster an expanded national awareness of the contributions public schools have made to every community, the NEA shall promote through state and local affiliates, in conjunction with local student historical preservation groups, the proper recognition of America's public schools and former school sites that meet the requirements for local, state, and/or national landmark status so that they may gain that designation. (1985-40)

COMBATING MAJOR VIOLATIONS OF HUMAN RIGHTS

The NEA Standing Committee on Peace and International Relations shall recommend to the NEA Board of Directors ways in which the NEA can establish continuing campaigns to influence major violators of human rights, such as the Soviet Union and South Africa. A report shall be made to the NEA Board of Directors by May 1986 and to the 1986 Representative Assembly. (1985-42)

HEALTH INSURANCE BENEFITS FOR MENTAL AND PHYSICAL DISABILITIES

The NEA Representative Assembly urges the NEA and its affiliates to pursue collective bargaining agreements that contain health insurance coverage which provides *equal* benefits for both mental and physical disabilities. (1985-48)

CREDIT FOR TEACHING EXPERIENCE

The NEA will explore and promote all methods possible to assure that members receive full salary schedule credit for teaching experience as they move from state to state, or district to district. (1985-49)

ALTERNATIVE CERTIFICATION OF TEACHERS

The NEA shall provide a program of technical assistance and proactive strategies to affiliates to address the issue of alternative certification of teachers. (1985-54)

RELIEF OF CHILD HUNGER IN AMERICA

The NEA will support, advertise, and participate in existing child-oriented relief organizations that promote funds for the purpose of relieving hunger in America. Additionally, an effort will be coordinated at the 1986 Representative Assembly to raise funds for such organizations. (1985-55)

COMPARABLE WORTH PROJECTS

The NEA shall actively encourage state affiliates to conduct comparable worth projects that significantly advance pay equity for employees regardless of sex. Consideration for major NEA funding will be given to those projects that NEA determines will have national impact. (1985-56)

The Representative Assembly designated five resolutions as new business items.

CIVIL AND HUMAN RIGHTS IN ALL IRELAND

The National Education Association urges the United Nations to convene a neutral conference on the Irish conflict with a goal of ending sectarian violence and restoring human and civil rights to all Irish people.

The Association further urges the World Confederation of Organizations of the Teaching Profession to begin a dialogue with and among the teachers of all Ireland to begin building bridges of understanding and peace. (1985-61)

OCEAN RESOURCES

The National Education Association supports the concept that the ocean's resources are the common heritage of all humankind.

The Association believes that the regulation of the exploration, development, and use of the ocean's finite resources is essential. (1985-62)

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ports the efforts of the National Association of Salvadoran Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (1985-63)

EDUCATION IN GUATEMALA

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (1985-64)

U.S. INVOLVEMENT IN NICARAGUA

The National Education Association urges the U.S. Government to refrain from any U.S. plan for overt or covert action that would destablilize Nicaragua or would adversely affect that government's successful campaign against illiteracy. (1985-65)

NEW BUSINESS REFERRED BY 1985 REPRESENTATIVE ASSEMBLY

Referred to NEA President

That the NEA publicize the existence and purposes of the "Beyond War Movement" to all its members using the organization's communication media. (1985-19)

Referred to NEA Committee on Benefits

That the NEA conduct an extensive study on the portability of pension benefits and recommend a program for federal legislation on such portability. (1985-33)

Referred to NEA Resolutions Committee

That the NEA president *notify* appropriate education agencies and organizations that the NEA endorses the following goals:

1. By 1990, every student, K-12, shall have access to fine arts instruction in school.

The curriculum of every elementary and secondary school, public or private, shall include a balanced, comprehensive, and sequential program of fine arts instruction taught by certified and qualified teachers. At the secondary level, every student shall have an opportunity to elect a course in fine arts each year without prerequisites and without conflicts with required courses.

2. By 1990, every high school shall require at least one Carnegie unit of credit in the arts for graduation.

The fine arts shall be defined as music, visual arts, theater, and dance. The credit may be in a course devoted to one of the arts or to two or more in combination.

3. By 1992, every college and university shall require at least one Carnegie unit of credit in the arts for admission.

The fine arts shall be defined as music, visual arts, theater, and dance. The credit may be in a course devoted to one of the arts or to two or more in combination. (1985-37)

Resolutions

Adopted by the 1985 NEA Representative Assembly

Carolyn Salisbury

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A–1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions (69, 85)†

A–2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found thoughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 85)

A–3. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. (85)

A–4. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decision making, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process. (83, 85)

A–5. Public Understanding and Support of Education

The National Education Association recognizes its responsibility to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association believes that the success of our nation depends upon high standards of school excellence. The Association supports high standards for student achievement, excellence in teaching, and school operations, along with high parental expectations for schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 84)

A–6. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs for the Department.

The Association believes that attempts to dismember or dismantle the cabinet-level U.S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, or other antipublic education plans are detrimental to the public interest. (80, 84)

A–7. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

A–8. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arises from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds, to provide all students with a high-quality education, and to provide funding to support state and local government efforts in pursuit of national interests in public education.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Federal education funding must be clear and identifiable within the federal budget in recognition of its high priority.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

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†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 85)

A–9. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed that effectively involve community, parents, students, teachers, and educational support personnel.

The Association urges its affiliates to initiate programs that strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers and educational support personnel in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 84)

A–10. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans, planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 84)

A–11. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which K-12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges it affiliates to work for the defeat of such legislation. (84)

A–12. Voucher Plans

The National Education Association believes that voucher plans—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A–13. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 85)

A–14. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual states and regions. (81, 83)

A–15. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by the U.S. Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A–16. Communications Media

The National Education Association recognizes the total educative effect of the communications media, such as television, videotape, film, and published material, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, media professionals, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages advertisers and media professionals to use standard grammar and spelling and refrain from the use of profane language.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research material and training to members, and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit the exposure of children to various video media. (69, 84)

A–17. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide

communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the U.S. Congress. (81)

A–18. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 85)

A–19. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A–20. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A–21. School Boards

The National Education Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. The members of this board must be elected by the citizens of that school district and must be charged with the responsibility of promoting public understanding of the schools.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher, educational support personnel, and community involvement in educational decisionmaking and guarantee their right to participation. (80, 84)

A–22. Public School Buildings

The National Education Association believes that closed public school buildings can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 85)

A–23. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 85)

A–24. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

A–25. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals and other materials, such as asbestos, used in construction and maintenance of educational facilities and in classroom teaching. The Association believes that school employees should be assisted in the identification, proper storage, and safe disposal of hazardous materials.

The Association urges that standards and safeguards be established and programs for the prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. It further urges its affiliates to support state and federal legislation and funding that would set health and safety standards. These standards shall include screening and monitoring of respiratory ailments of students, school employees, and their families. Said legislation shall require regular inspections by certified personnel of the Environmental Protection Agency to ensure that all standards are met, including the processes of cleanup and removal and shall prescribe penalties for noncompliance by school governing bodies. (78, 85)

A–26. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 82)

A–27. Nuclear Accident Emergency Plans

The National Education Association believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All school personnel must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82, 84)

A–28. Organizations of Other Nations

The National Education Association be-

lieves that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A–29. Jobs with Peace

The National Education Association believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (82)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B–1. Improvement of Instruction

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field tested in classroom situations and proven effective. (69, 85)

B–2. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning. (85)

B–3. Early Childhood Education

The National Education Association strongly supports early childhood education programs through the public school system, including child development, child care, and special education. These programs should be aimed at equipping the preschooler for a successful kindergarten experience. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

The Association believes that early childhood programs must be staffed by trained and certified personnel and trained support staff. It supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.

The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist handicapped children from birth, and be staffed by certified teachers, qualified support staff, and therapists.

The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten. The Association supports regulations requiring students starting kindergarten to have reached five years of age by September 1 of that year. (75, 85)

B–4. Middle School and Junior High Programs

The National Education Association recognizes the special needs of the early adolescent.

The Association encourages the development of curriculum, guidance and counseling programs, health services, and preservice and professional development programs for these levels. (76, 85)

B–5. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth.

The Association believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 85)

B–6. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. (80, 85)

B–7. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

B–8. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; students of low academic ability; underachievers; students socially promoted; pregnant students and teenage parents; and students who do not qualify for or have no desire to pursue a college program. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school personnel to execute these objectives and evaluations.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be certified or licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 85)

B–9. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further

believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. (80, 85)

B–10. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these children, such identification to include children from all socioeconomic groups. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 85)

B–11. Bilingual, ESL, and LEP Education

The National Education Association believes that bilingual, English-as-a-second-language (ESL), and Limited English Proficiency (LEP) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The LEP program includes those students whose primary language *may be English* and develops proficiency in English either through a systematic instructional approach or through other unique programs. This program encompasses all students not proficient in English who are not eligible for bilingual education or English-as-a-second-language programs.

The Association urges that bilingual, ESL, and LEP programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into or maintained within the total English program until they have demonstrated the ability to function in such a program. These students should not be enrolled in special education classes because of linguistic differences.

The Association supports federal and state legislation that would require and fully fund bilingual, ESL, and LEP programs for all students who are not proficient in the English language.

The Association also believes that legislation must provide funds for current programs, including those for preparation of educational employees. (81, 85)

B–12. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive teacher-training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 83)

B–13. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B–14. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs that preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students.

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C.

i. Continued instruction in traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives. (76, 85)

B–15. Chicano-Hispano Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano-Hispano children require the direct involvement of their parents in developing an adequate and equal educational program that reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of enough bilingual visiting teachers and counselors to meet student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs that respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 83)

B–16. Asian and Pacific Islander Education

The National Education Association recognizes the complexity and diversity of needs of Asian and Pacific Islander children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and

interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian/Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Islanders to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 83)

B–17. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of Black American children and promote the preservation of their heritage and culture. (81)

B–18. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 85)

B–19. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.

i. Both regular and special education classroom teachers must have a major role in determining individual education programs.

j. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

k. Staff must not be reduced.

l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

m. Communications must be maintained among all involved parties.

n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

o. Individualized education programs should not be used as criteria for the evaluation of teachers.

p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

r. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

s. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

t. Student placement must be based on individual needs rather than on space availability.

u. Classroom teachers who serve the handicapped child must have scheduled access to resource personnel. (78, 85)

B–20. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 85)

B–21. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79, 82)

B–22. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant children. The Association supports equal educational opportunities for migrant children and appropriate programs for migrant families. (75, 85)

B–23. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, prenatal care, sexually transmitted diseases, incest and sexual abuse, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 85)

B–24. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 85)

B–25. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B–26. Energy Education

The National Education Association supports education programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a "National Energy Education Day" and to encourage energy education programs at all levels. (85)

B–27. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B–28. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development and therefore must be included as a component of all education.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80, 84)

B–29. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. The Association further believes that funding should be shared by all levels of government, in cooperation with the community and parents. (83, 84)

B–30. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 81)

B–31. Student Health and Personnel Services

The National Education Association believes that every student should have direct access to health, social, and psychological services within both the educational and community settings.

The Association also believes that health, social, and psychological services to children must be delivered by certificated professional school personnel.

The Association further believes that these services dealing with children's physical, mental, and psychological well-being are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

b. Programs for early identification and diagnosis of health and/or learning disabilities

c. Programs, such as direct services within the schools and referrals to and coordination with community and local governmental agencies, that work to resolve identified disabilities

d. Programs that promote health awareness for students, school employees, parents, and community

e. Programs taught by certified specialists that include health education and physical education commensurate with maturation levels of children.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 85)

B–32. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B–33. Child Abuse/Exploitation

The National Education Association believes that all children should be protected from any form of child abuse and/or exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of preparation courses and professional development programs for all school personnel that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association and its affiliates urge the enactment of federal, state, and local legislation that would—

a. Provide school personnel reporting suspected child abuse immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse/exploitation

c. Provide due process for school personnel accused of child abuse/exploitation while performing their duties

d. Provide for protection of children from other children. (74, 85)

B–34. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon the children of this nation. These pressures—resulting in increased drug and alcohol abuse, violence, vandalism, dropping out of school, and suicide among children—speak clearly to the waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80, 85)

B–35. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating

these missing children. The Association urges its affiliates to participate in national clearinghouse programs for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. The Association recommends that affiliates urge all law enforcement agencies to suspend the practice of the 24-hour or longer waiting period before initiating the missing child report.

To aid these investigations, the Association urges the voluntary fingerprinting of children. It believes that care must be used at all levels of the fingerprinting process and that such programs must be conducted in a nonthreatening environment. The Association further believes that parents and/or guardians should be present during the fingerprinting process and should be given the completed cards.

The Association further encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis including the dissemination of pictures and information about missing children to school employees. (81, 84)

B–36. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors. (75, 85)

B–37. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B–38. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21. (72, 85)

B–39. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities that improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B–40. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B–41. Criminal Abduction of Children

The National Education Association believes that all children should be protected from criminal abduction and its resultant consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of criminal child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 85)

B–42. Day Care

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, appropriate education programs, and professional personnel who are qualified, screened, and trained for their areas of responsibility.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 85)

B–43. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. High expectations and effective instruction promote self-control and responsible behavior in students. Boards of education in conjunction with local affiliates should develop policies and standards that would provide the necessary administrative support to school employees for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports the right of all students to due process and an orderly learning environment. (75, 85)

B–44. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B–45. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B–46. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

B–47. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing

beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Appropriate health and safety training must be provided for all school bus personnel.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 84)

B–48. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B–49. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B–50. Business Support for Public Education

The National Education Association urges local affiliates to develop coalitions with the business community to advocate adequate and stable funding for education through appropriate means of taxation. In addition, the Association welcomes cooperative programs, resource assistance, and the donation of specialized equipment from the business community but believes that they should be supplementary to adequate funding for public education. (84)

B–51. Video Game Management

The National Education Association believes that the commercial use of video games has no place in the public schools. The Association urges state and local affiliates to support the enactment of zoning, time, and age restrictions that will regulate the operation of video game arcades in a manner designed to minimize the economic exploitation of youth. (82, 84)

B–52. Lifesaving Techniques

The National Education Association advocates training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in the school curriculum. (82)

B–53. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B–54. Technology in the Educational Process

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

a. All education employees must be afforded the opportunity to explore the potential of emerging technology and must have access to necessary materials for managing and advancing instruction.

b. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation.

c. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

d. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology.

e. All students and staff should have an understanding of copyright law and the responsible use of technological materials. (81, 85)

B–55. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B–56. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

a. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

b. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

c. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

d. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

e. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

f. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.

g. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.

h. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

i. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

j. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged. (77, 85)

B–57. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

B–58. Federal Impact Aid

The National Education Association is concerned about inadequate funding to maintain quality education for children in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 85)

B–59. Education of Refugee, Undocumented Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of undocumented aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal

and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harassment-free environment for these children should be assured by local, state, and federal authorities. (80, 82)

B–60. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

B–61. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 85)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C–1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate or who holds the appropriate vocational certificate. The Association believes that private K-12 educational institutions must employ teachers who hold public educator certificates from their respective states. Only those private institutions meeting this hiring criterion would be eligible for federal funds or grants.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 85)

C–2. Teacher Evaluation

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If, after an evaluation process that follows all the above provisions of this resolution, and if, after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted. Therefore, it is essential that administrators be properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 85)

C–3. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, recertification or relicensing, evaluation, placement, ranking or promotion of certified teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 85)

C–4. Administrator Training and Evaluation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator certification and have periodic teaching experience. Areas of training should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position in a classroom.

The Association further believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If, after being given sufficient time and opportunity for improvement, an administrator is reevaluated and found to be incompetent, the chief administrator should begin dismissal proceedings with guranteed due process. (85)

C–5. Class Size

The National Education Association believes that small class size, particularly in grades K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association further believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association encourages local and state affiliates to seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82)

C–6. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; freedom from interruptions during instructional time; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students (69, 85).

C–7. Teacher Preparation Programs: Entry

The National Education Association believes its affiliates should take immediate steps to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 85)

C–8. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing K–12 teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are certified and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment and certification

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

h. Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 85)

C–9. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 85)

C–10. Teacher Preparation Programs: Professional Participation

The National Education Association believes its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

C–11. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the school employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide opportunities for school employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession.

The Association further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate school employee. (76, 85)

C–12. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

C–13. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C–14. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C–15. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C–16. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decision-making within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development

c. Work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements

f. All members of the education community. (79, 85)

C–17. School Libraries/Media Centers

The National Education Association believes that a comprehensive library/media program—including printed and nonprinted resource materials, instruction in library research and information skills, and certificated librarians/media specialists—should be provided for each elementary and secondary school. (80, 85)

C–18. School Nurses

The National Education Association believes that all students should receive the immediate services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to

all certified school nurses seeking to augment their skills in delivering health care services to the handicapped school-age population.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 85)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

D–1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning expriences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 83)

D–2. Development of Materials

The National Education Association supports the concept that publishing companies should involve teachers directly and meaningfully in the development of textbooks and/or other educational materials in all subject areas offered for adoption or purchase by school districts. These materials should be age appropriate, contain enough activities to teach the concepts, and address divergent points of view.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary, and they should be adequately compensated. (84)

D–3. Reconsideration of Instructional Materials and Teaching Techniques

The National Education Association believes that it is the responsibility of the public schools to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the U.S. Constitution and the Bill of Rights. It is recognized that these democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and attempts to ban books from the school library/media center and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly reconsideration of instructional materials and techniques when requests for such reconsideration are received. (82, 85)

D–4. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 84)

D–5. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate the teaching of religious doctrines, such as so-called "creation science," violate both student and teacher rights. The Association urges its affiliates to seek repeal of such mandates where they exist. (69, 83)

D–6. Evaluation of Student Learning

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage the development of lifelong learning skills

d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

E. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

E–1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

E–2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association also believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration or the right to strike must be an integral part of any collective bargaining process.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith, do not comply with negotiated contracts, or attempt or seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 83)

E–3. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by teachers and other members of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 84)

E–4. Salaries and Benefits

The National Education Association believes that salary and benefit structures are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service.

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

d. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting in-service training or workshops, and extra duty is not less than the rate for regular pay

e. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities

f. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity/paternity leave, including adoption

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workers' Compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term physical and mental disability insurance

n. Benefit extension for laid-off employees

o. Religious leave

p. Retirement compensation

q. Unemployment compensation

r. Optical insurance

s. Dental insurance

t. Legal insurance

u. Reimbursement for damage to or loss of personal property at work site.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave. (69, 85)

E–5. Wage Controls

The National Education Association deplores the rampant inflation that has eroded the living standards of Americans. School employees, in particular, have been especially victimized by inflation.

The Association is opposed to imposition of any wage controls that freeze public employees in an inferior economic position, elimination of programs that guarantee social and economic justice for the American people, and any anti-inflation program that increases unemployment. (79, 84)

E–6. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E–7. Underutilization of School Employees

The National Education Association condemns the underutilization of school employees in the nation's schools, which has resulted in unemployment among members of the profession at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75, 84)

E–8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse—such as mediation, factfinding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of *ex parte* injunction, jailing, setting of excessive bail, fines, firing of members, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges state and federal governments to enact, where they do not exist, statutes guaranteeing school employees due process of law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges all local and state affiliates to provide financial assistance to NEA affiliates engaged in a sanctioned strike. (69, 84)

E–9. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 84)

E–10. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of

school employees. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience

b. An equitable share of all fringe benefits

c. An agency shop provision

d. The right to revert to full-time status. (81, 84)

E–11. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E–12. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

E–13. Employment in Federal Schools Overseas

The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

E–14. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E–15. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he or she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits—such as continued tenure, salary increments, and service credit toward retirement—that would accrue if the educator continued in a position with the school system. (75)

E–16. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E–17. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 83)

E–18. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional aides and auxiliary personnel. It believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides have written job descriptions that define their duties and that such aides be used only for noninstructional assistance to the classroom teacher. (69, 84)

E–19. Noninstructional Support Staff

The National Education Association recognizes that noninstructional staff share the same community of interest with professional staff. The Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff. The Association urges that salaries and benefits for noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77, 84)

E–20. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E–21. Nondiscriminatory Personnel Policies/ Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E–22. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges, representation by legal counsel with the right to cross-examine witnesses and present evidence, and a decision rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E–23. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil law-

suits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84)

E–24. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators should be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 85)

E–25. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions permitting the purchase of credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

j. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

p. Retirement housing facilities for members.

q. School employees' contributions and benefits that are not subject to federal income taxation.

r. Nondiscriminatory Internal Revenue Service rules and regulations.

s. An annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. (69, 84)

E–26. Social Security

The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 84)

E–27. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service retirement system and should not be merged with the Social Security system. (79, 80)

E–28. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 84)

E–29. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 84)

E–30. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of school employees by any individuals. School employees must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 84)

E–31. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 84)

E–32. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E–33. Right to Privacy

The National Education Association believes that employees should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions

e. The right to be guaranteed the existence of only one personnel file per employee. (75, 83)

E–34. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 83)

E–35. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E–36. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E–37. Tax Deductions for Professional Expenses

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills, and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 84)

E–38. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E–39. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

E–40. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for

the purpose of harassment of school employees.

The Association urges its local affiliates to develop, in cooperation with local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 84)

E–41. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports Employee Assistance Programs as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 84)

E–42. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 85)

F. SECURE PROFESSIONAL AUTONOMY

F–1. Professional Standards and Practices Board

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards and practices board, composed of a majority of practicing public school teachers.

Professional standards and practices boards should have exclusive authority over the issuance of certificates for professional educators; the approval of teacher preparation programs; and the suspension, revocation or withdrawal of such certificates and approvals. (69, 85)

F–2. Certification

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards shall include above-average college grades, field training experience that includes successful completion of student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for certification into the profession.

The Association asserts that a teaching certificate should signify that an individual entering the teaching profession is competent to teach. A teaching certificate must be legally recognized as the primary requirement for employment in every public and private school (K–12). No certificate should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency certificates should be issued. No assignments should be permitted outside the teacher's area of certification without appropriate concurrent retraining supported by the local district. Revocation of a teaching certificate must be for just cause and consistent with an equitable due process procedure.

The Association urges the elimination of state statutes that require teachers to renew their certificates. Where such renewal continues to be required, standardized tests to determine competency should not be used as the basis for recertification.

The Association supports regulations that would put credentialed educators with teaching experience in decision-making roles in licensing/credentialing agencies. (85)

F–3. Accreditation of Teacher Preparation Institutions

The National Education Association believes teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards and practices board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that in all matters of policy and function NCATE must be broadly representative of the teaching profession and include students preparing to teach. (69, 85)

G. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

G–1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

G–2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association is opposed to the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. The Association urges that all proposed changes to the Constitution be directed through the congressional proposal and state ratification process, as has been previously used. (82)

G–3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G–4. The Right To Vote

The National Education Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 85)

G–5. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation for the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H–1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 85)

H–2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 85)

H–3. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H–4. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges U.S. Department of Defense schools to take positive steps to recruit minority educators effectively. (79, 81)

H–5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H–6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H–7. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

H–8. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can

doubt of its occurrence be raised and never again can like action occur. (81)

H–9. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74)

H–10. Student Athletes

The National Education Association urges K-12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes. Exploitation of these students for economic and/or personal gain is deplorable. Each student should be provided with an opportunity to complete an academic program.

The Association urges K-12 schools, colleges, universities, and parents to set the successful completion of an academic program as the first priority for student athletes.

The Association encourages K-12 schools, colleges, universities, and parents to monitor and promote the student athlete's academic success. (84)

H–11. Standardized Testing of Students

The National Education Association believes standardized tests can be a useful student evaluation method. Standardized tests are most reliable and useful when tests are developed, administered, and interpreted by trained personnel and when the test results are received in time to facilitate modification of the instructional program. The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free.

The Association urges its affiliates to guard against any misuse of standardized tests.

The Association strongly supports the concept of truth-in-testing and recognizes it as an important step for bringing about test reform. The Association urges adoption of procedures that allow each test taker to request a post-test review of all standardized test questions, scores, and rationale for the correct answers. (78, 85)

H–12. Law-Related Education

The National Education Association supports law-related education as an integral part of the K-12 curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials. These materials should include information on the justice system and constitutional issues in order to teach students to be responsible citizens. (84)

H–13. Foster Care

The National Education Association believes that all children placed in foster care should be given a secure family environment.

The Association urges its affiliates to support legislation that provides—

a. Screening and training of families prior to placement of a child

b. Continued training and supervision of families while providing foster care

c. Auxiliary services, including therapy, for children whose needs cannot be met while in a family care setting

d. Ongoing communication of pertinent information between the social service agency and school personnel when appropriate

e. Protection and counseling for the child when instances of child abuse have been reported.

The Association further urges that legislation include the provision that children placed in foster care and eligible for adoption shall be registered with the North American Council on Adoptable Children after 90 days. (84)

H–14. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 83)

H–15. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

H–16. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination. (84, 85)

H–17. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 85)

H–18. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively seek the passage of legislation proclaiming "Martin Luther King Day" as a state holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 84)

H–19. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H–20. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

H–21. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex and supports the EEOC guidelines, which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation.

Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 85)

H–22. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (85)

H–23. Child Support Payments

The National Education Association encourages efforts on the part of local, state, and federal agencies to establish adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83)

H–24. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 85)

H–25. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H–26. Protection of Handicapped Infants

The National Education Association believes that infants born with mentally and/or physically handicapping conditions are entitled to receive ordinary medical care. (85)

H–27. Protection of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 85)

H–28. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs, including retirement benefits, for these veterans to meet their needs now and in the future. (81, 83)

H–29. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information include prejudicial reports on citizens—including students and teachers—and descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

The Association recognizes that federal and state guarantees are necessary to protect individuals' privacy of information on credit and medical histories without explicit release from the persons involved. (70, 83)

H–30. Highway Safety

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence. (82, 85)

H–31. Gun Control

The National Education Association believes that stricter gun control legislation is needed. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 85)

H–32. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the UN to make it a more effective instrument for world peace.

The Association supports the 1948 UN resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity and to develop programs—including the study of additional languages—that promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. (73, 82)

H–33. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. It applauds those nations, such as Israel and Egypt, that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict, such as Ireland, where such needs exist. (85)

H–34. Nuclear Freeze

The National Education Association be-

lieves that nuclear war, the common enemy of all nations and peoples, is not survivable.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. (82, 85)

H-35. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution, as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82, 85)

H-36. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-37. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination."

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary. (76, 85)

H-38. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

H-39. Solidarity

The National Education Association supports the aspirations of the people of Poland to achieve an improvement of their living conditions through their own free and independent union, Solidarity. (82)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

I-1. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-2. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated territories of AFT, independent locals, the National Association of Professional Educators, or other competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that direct and immediate assistance should be given to those local associations that have been—

a. Targeted for take-over efforts
b. Taken over by competing organizations
c. The object of "association busting."

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 83)

I-3. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the education community.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the NEA Board of Directors. (70, 80)

I-4. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 82)

I-5. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the NEA Representative Assembly. (72, 83)

I-6. Retired Member Participation

The National Education Association believes that its retired members should be afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76, 83)

I-7. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations. (80, 82)

I-8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA Resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that swould destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 85)

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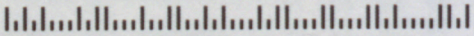

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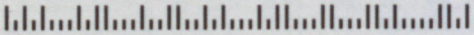

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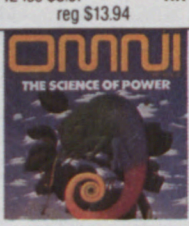

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